DOCUMENT RESUME

ED 290 168 CS 211 041

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TITLE English Language Arts Comprehensive Curriculum Goals: A Model for Local Curriculum Development.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE Oct 87
NOTE 176p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Curriculum Development; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *English Curriculum; *Integrated Curriculum; *Language Arts; *Outcomes of Education; Program Implementation; State Curriculum Guides; Teaching Models
IDENTIFIERS Curriculum Standards; *Curriculum Theories; Oregon Action Plan for Excellence

ABSTRACT

Designed as a model to demonstrate one way in which English language arts common curriculum goals can be extended throughout grades K-12, this document is the integated work of English language arts educators and curriculum specialists. Following an introduction that outlines the steps necessary to adapt the model to fit local needs, the first part of the document provides a timeline and guidelines for a three-year implementation period for grades K-12. The major portion advances two statements of purpose: (1) students will use listening, reading, and literature skills to understand and appreciate human experiences to share cultural commonalities and differences; and (2) students will use writing and speaking skills in a variety of modes of communication and self-expression. Specific learning outcomes follow each goal; 17 outcomes follow the first statement, and 22 outcomes follow the second. The document does not provide instructional strategies, but instead shows a sequential development of outcomes. The guide concludes with a glossary of terms and a list of information sources. (NH)

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ED290168

ENGLISH LANGUAGE ARTS

Comprehensive Curriculum Goals
A Model for Local Curriculum Development

October 1987

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FOREWORD

In June of 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The action plan drew upon the insights of teachers, administrators, school board members and community and business leaders. As one step in the Action Plan, the State Board of Education approved the *English Language Arts Common Curriculum Goals* in the Spring of 1986.

The *English Language Arts Comprehensive Curriculum Goals: A Model For Local Curriculum Development* is a companion piece which is the result of requests by districts. The Oregon Department of Education has developed an example of one way in which the Common Curriculum Goals could be expanded for grades K through 12. Many educators have contributed the ideas used.

This information is intended as a resource to districts as they develop their English Language Arts Curriculum. We welcome any comments or suggestions. For additional assistance contact the specialists for English language arts or reading, 373-7900.

Verne A. Duncan
State Superintendent
of Public Instruction

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TABLE OF CONTENTS

Foreword by the State Superintendent i

Introduction 1

Timeline for District Implementation 3

Comprehensive Curriculum Goals Model 4

Glossary of Terms. 83

Sources of Information 85

Readers Evaluation Form. 87

INTRODUCTION

The English Language Arts Comprehensive Curriculum Goals: A Model For Local Curriculum Development was developed to demonstrate one way in which the *English Language Arts Common Curriculum Goals* could be extended throughout grades K-12. The Comprehensive Curriculum Goals Model is intended as a resource for districts: only the common curriculum goals are required. This document does not provide instructional strategies, the "how-to's," but instead shows a sequential development of outcomes, the "what's."

Like the Common Curriculum Goals, this document takes an integrated approach to the language arts, organizing the various skills into a receptive and an expressive strand. The number systems within the two documents match.

How the Comprehensive Curriculum Goals Model Was Developed

This document is the result of work by committees and reviewers from all over the state. In July of 1986, a committee of English language arts educators met for one week to develop an initial draft of a K-12 sequence based on the 3, 5, 8 and 11 grade level expectations from the Common Curriculum Goals. During the fall of 1986, the document was edited, revised and sent out for review to numerous teachers and curriculum specialist. Based on that review, the document underwent extensive revision during the spring of 1987. It was during this revision that the "e.g." statements were added to provide specific examples. Finally, each of the 14 ESD Network Regions was asked to identify teachers at each grade level to review the document during June of 1987. Based on the comments and suggestions of those reviewers, final revisions were made and the Comprehensive Curriculum Goals Model was published in the fall of 1987.

Issues to Consider When Using the Document

The intent of this document is to show a continuum of skill development from kindergarten through graduation for each goal. Several points should be kept in mind, however:

- The skills are intended as outcomes at the end of a given grade level.
- The statements in parentheses are intended as examples only. Many different applications of the skill may be appropriate to particular situations.
- The goals are intended as "targets;" something toward which all students work. It is to be expected that there will be a range of student performance with some students exceeding the expectations at a particular grade level while others need additional time to master a specific skill.
- Adjustments will need to be made for special student populations to attain the intent of specific goal statements. For example, hearing-impaired students may approach some of the listening skills as comprehension of communication rather than specifically as listening. Students for whom English is a second language may need some curriculum adjustment in order to meet the goals.
- Some statements may appear to be redundant across several grade levels. In those instances, the intent is that applications of the skill become more complex and involve using more sophisticated materials.

- Because the statements at grades 3, 5, 8 and 11 came directly from the *English Language Arts Common Curriculum Goals* document, the wording of the outcome was not changed. Where possible, examples were added in parentheses to show the development of the skill from the one grade to another.

- Althought the statements are written as student outcomes, technical terminology is intended to guide teachers, not to be taught to students at inappropriate grade levels.

How the Comprehensive Curriculum Goals Model Can be Used

In developing a local program in English language arts, several elements are needed. This document provides goal statements at each grade level. Districts will need to adapt the Comprehensive Curriculum Goals Model to fit particular local needs. The examples in parentheses are not intended to be limiting in any way and should be revised as needed to match local curriculum plan and materials. Districts may wish to add prerequisite or follow-up skills where necessary. Additional skill or content goals may also be added to address areas not covered in this document or to provide necessary detail to meet local needs. A section called Glossary of Terms, appended to this document, may help in clarifying some of the goals. Another appendix, Sources of Information, may be useful in stimulating ideas for additional goals and suggesting resources for instruction and staff development

Goal statements, however, are only a piece of a total program. Many of the skills address areas which have not traditionally been part of teacher training programs or allude to specific approaches with which teachers may not be familiar such as writing as a process, response to literature or the role of prior knowledge in reading comprehension. Staff development sessions will be important to assist teachers in effectively implementing instruction for unfamiliar or nontraditional areas of the language arts.

An additional responsibility at the district level is to select and purchase materials which are compatible with the goals and which meet state requirements. Lists of state-adopted textbooks, procedures for requesting independent adoptions, and assistance with the local textbook selection process are available from the English language arts or reading specialists.

As the program is being implemented, evaluation procedures should be planned. While many of the skills lend themselves to traditional forms of assessments, some educators have eaxpressed concern about measuring growth in other areas. Some nontraditional methods may be needed for assessment. Teacher observation is one such method which can be used as a valid instrument in several areas such as oral communication, student selection of reading material for enjoyment, or other statements related to appreciation. Assistance in planning assessment is available from the director of Assessment and Evaluation at the Department of Education.

TIMELINES FOR DISTRICT IMPLEMENTATION

Developing and implementing a new or revised district curriculum in English language arts is a time-consuming process. Local districts may approach implementation in a variety of ways. For example, initially, some districts are implementing all English language arts goals at particular grade levels, while others are implementing a particular element such as written composition at all grade levels. Department guidelines call for a three-year implementation period as illustrated below.

1987-88	1988-89	1989-90
• First half of textbooks are purchased and in use.	• Remaining textbooks are purchased and in use.	• Instructional materials are in place.
• English Language Arts Common Curriculum Goals are integrated in a draft version of a curriculum guide.	• Adjustment to the district curriculum guide may need to occur.	• Final version of a written curriculum guide is in the hands of all affected teachers and is being followed.
• Staff development needs are identified, plans for inservice activities developed and beginning stages in place.	• Continuing staff development programs are in place.	• Additional staff development is provided where needed.
• Teachers are trying out new instruction.	• Teachers continue to adjust instruction to the new curriculum.	• Systematic instruction is in place.
• Monitoring of goals, materials, instruction and achievement is beginning.	• Monitoring of goals, materials, instruction and achievement continues.	• Systematic monitoring and evaluation is in place.

1.0 Students will use listening, reading, and literature skills to understand and appreciate human experiences to share cultural commonalities and differences.

1.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1)*

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Recognize and identify names and/or sounds of letter symbols	a Use phonetic analysis skills (e.g., initial consonants, long and short vowels)	a Use some complex phonetic analysis skills (e.g., silent, digraphs, trigraphs)	a Use phonetic analysis skills (e.g., consonant and vowel blend combinations)		
b Use clues within the environment in order to gain information from print (e.g., road signs, fast food signs,)	b Use illustrations and words in a sentence to infer correct word(s)	b Use illustrations and words in a paragraph to infer correct word(s)	b Use context clues in a paragraph to infer correct word(s)	b Use context clues in a passage to infer correct word(s)	b Use context clues in a passage to infer correct word(s)
c Make oral distinctions between compound and plural words	c Recognize compound and plural words (e.g., doghouse, cat/cats)	c Recognize compound and plural words (e.g., someone, man/men)	c Distinguish compound and plural words (e.g., spaceship, deer/deer)	c Recognize affixes, root words, contractions, possessives (e.g., dis-, -ful)	c Distinguish affixes, root words, contractions, possessives (e.g., hurry, hurried, hurriedly)
d Recognize words that are common to the child's individual environment (e.g., child's name, Mom, Dad, cat, dog)	d Recognize common words at sight (e.g., Dolch list)	d Recognize common words at sight (e.g., Dolch list)	d Recognize common words at sight (e.g., Dolch list)	d Recognize common words at sight (e.g., Fry list)	d Recognize common words at sight (e.g., Fry list)
				e Recognize common** abbreviations (e.g., Mr., TX, Sun.)	e Recognize common** abbreviations (e.g., blvd., Sept., a.m.)

*Learning outcomes drawn from the *ODE Essential Learning Skills* document are cross-referenced to that document by citing their original identifying number in parentheses.

**All underlined skills and outcomes throughout this document indicate the required expectations from the *English Language Arts Common Curriculum Goals* in grades 3, 5, 8 and 11 and include the Essential Learning Skills.

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
b Use context clues in a passage to infer correct word(s)	b Use context clues in a selection to infer correct words(s) (e.g., "or," "that is," "in other words")	b Use context clues in a selection to infer correct word(s) (e.g., "or," "that is," "in other words")	b Use context clues in a selection to infer correct word(s) (e.g., "or," "that is," "in other words")	b Use context clues in a selection to infer correct word(s) (e.g., use of appositives or appositive phrases)	b Use context clues in a selection to infer correct word(s) (e.g., use of appositives or appositive phrases)	b Use context clues in a selection to infer correct word(s) (e.g., use of appositives or appositive phrases)
c Recognize affixes, root words, contractions, possessives (e.g., rest, restless, restlessly)	c Distinguish affixes, root words, contractions, possessives (e.g., hyper, hypo)	c Distinguish affixes, root words, contractions, possessives (e.g., extra, semi)	c Distinguish affixes, root words, contractions, possessives (e.g., it's, they've)	c Distinguish affixes, root words, contractions, possessives (e.g., supra, super)	c Distinguish affixes, root words, contractions, possessives (e.g., retro, intra)	c Distinguish affixes, root words, contractions, possessives and derivative ped, epi)
d Recognize common words at sight (e.g., Fry list)	d Recognize common words at sight	d Recognize common words at sight in content area materials	d Recognize common words at sight in content area and other written materials	d Recognize common words at sight in content area and other written materials	d Recognize common words at sight found in written materials	d Recognize common words at sight found in written materials
e Recognize common abbreviations (e.g., B.C., A.D.)	e Recognize common abbreviations (e.g., esp., fem., Eng., F.B.I)	e Recognize common abbreviations (e.g., esp., fem., Eng., F.B.I)	e Recognize common abbreviations (e.g., pp., prob., pron., Y.W.C.A.)	e Recognize common abbreviations (e.g., pp., prob., pron., Y.W.C.A.)	e Recognize common abbreviations (e.g., etc., N.A.S.A, GOP, i.e.)	e Recognize common abbreviations and acronyms (e.g., etc., N.A.S.A., GOP, i.e.)

1.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Use context clues from oral presentation to infer meaning of unknown word(s)	a Use illustrations and adjacent words in a sentence to infer meaning of unknown word(s)	a Use illustrations and adjacent words in a paragraph to infer meaning of unknown word(s)	a Use adjacent words in a passage to infer meaning of unknown words	a Use adjacent words and/or context clues in a passage to infer meaning of unknown words	a Use context clues to infer meaning of unknown words
b Make oral distinctions between compound and plural words	b Use knowledge of each part of a compound word to determine meaning (e.g., sun + shine = sunshine)	b Use knowledge of each part of a compound word to determine meaning (e.g., super + market = supermarket)	b Use knowledge of each part of a compound word to determine meaning (e.g., ice + skate = iceskate)	b Use knowledge of affixes and root words to determine word meanings (e.g., un-, -ful, -ness)	b Use knowledge of affixes and root words to determine word meaning (e.g., -ous, pre-)
	c Use glossary or picture dictionary in curriculum materials	c Use primary grade dictionaries and glossaries in curriculum materials	c Use dictionaries and glossaries in curriculum materials	c Use dictionary, glossary, and context to determine correct meaning of word	c Use context to determine correct dictionary definition of word

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Use context clues located in other sentences and punctuation to infer meaning of unknown words	a Use context clues, punctuation, and syntax to infer meaning of unknown words and concepts (e.g., graphic clues)	a Use context clues, punctuation, and syntax to infer meaning of unknown words and concepts (e.g., graphic clues)	a Use context clues, punctuation, and syntax to infer connotative and denotative meanings of unknown words and concepts (e.g., figurative language)	a Use context clues, punctuation, and syntax to infer connotative and denotative meanings of unknown words and concepts	a Use context clues, punctuation, and syntax to infer meaning of unknown words and concepts	a Use context clues, punctuation, and syntax to infer meaning of unknown words and concepts
b Use knowledge of affixes and root words to determine meanings of words (e.g., -tion, ex-)	b Use knowledge of affixes and root words to determine meanings of words (e.g, -ette, micro-)	b Use knowledge of affixes and root words to determine meanings of words (e.g., hydro, dia-)	b Use knowledge of affixes and root words to determine meanings of words (e.g., -ite, trans-)	b Use knowledge of affixes and root words to determine meanings of words (e.g., loc, equi-)	b Use knowledge of affixes and root words to determine meanings of words (e.g., urb, para-)	b Use knowledge of affixes and root words to determine meanings of words (e.g., olig-, cede)
c Use context to select correct dictionary or glossary definition of word to determine meanings of words	c Use dictionaries, glossaries, and definitions in footnotes to determine meanings of words	c Use dictionaries, glossaries, and other reference materials to determine meanings of words (e.g., dictionary of synonym)	c Use dictionaries, glossaries, and other reference materials to determine meanings of words (e.g., dictionary of synonym)	c Use dictionaries, glossaries, and other reference materials to determine meanings of words (e.g., thesaurus, specialized and dictionaries)	c Use dictionaries, glossaries, and other reference materials to find word meanings to determine meanings of words (e.g., electronic thesaurus)	c Use dictionaries, glossaries, and other reference materials to find word meanings to determine meanings of words (e.g., electronic thesaurus)

1.3 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL, AND VISUAL FORMATS (ELS 2.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Locate facts and details through oral and visual formats (e.g., in a picture of a city)	a Locate facts and details in grade-level materials (e.g. in a short paragraph)	a Locate facts and details in grade-level materials (e.g., in a paragraph)	a Locate facts in grade-level materials (e.g., in a one-page story)	a Locate facts in grade-level selections (e.g., in an article)	a Locate facts in grade-level selections (e.g., in a story or chapter)
				b Recall facts and supporting evidence (e.g., from a familiar selection)	b Recall facts and supporting evidence (e.g., from an unfamiliar selection)
d Identify main idea in an oral or visual presentation	d Identify main idea in an oral, visual, or written presentation	d Identify main idea in an oral, visual, or written presentation	d Identify main idea in paragraph	d Identify main idea in a short selection	d Identify main idea in a short selection
e Follow oral direcions when signal words are given	e Follow oral directions and sequences when signal words are given (e.g., first, second)	e Follow oral and written sequences when signal words are given (e.g., after, next)	e Follow written directions and sequences when signal words are given (e.g., before, then)	e Follow directions and sequences when signal words are given (e.g., finally, at last)	e Follow directions or sequences of events when signal words are not given

21

22

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Locate and distinguish facts and opinions	a Distinguish facts from opinion	a Distinguish facts from opinion	a Distinguish facts from opinion	a Distinguish facts from opinion	a Distinguish facts from opinion(s)	a Distinguish facts from opinion
b Recall both facts and opinions and related supporting details (e.g., from a newspaper advertisement)	b Distinguish facts from opinion with transition phrases providing clues (e.g., most, should, greatest, best, almost)	b Recall facts, opinions and related supporting details	b Recall facts, opinions and related supporting details	b Recall facts, opinions and related supporting details	b Recall both facts, opinions and related supporting details	b Recall facts, opinions and related supporting details
c Identify facts and opinions in order of time in passages (e.g., develop timeline of events from a biography)	c Identify facts and opinions in passages in order of time and degree of importance	c Arrange facts and opinions in passages in order of time and degree of importance	c Arrange details in longer selections in order of time and degree of importance	c Arrange details in longer selections in order of time and degree of importance	c Arrange details by degree of importance	c Arrange details according to time, location, importance, or degree of intensity in longer selections
d Identify main idea in longer selections	d Identify main idea in longer selections	d Identify main idea in longer selections	d Identify implied main idea or theme in longer selections	d Identify implied idea or theme in longer selections	d Identify main idea in longer selections	d Identify thesis in longer selections
e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given

1.4 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
		a Use table of contents to locate specific information (e.g., locate specific story)	a Use table of contents to locate general and specific information (e.g., preview book, locate specific chapter)	a Use table of contents and index to locate general and specific information (e.g., locate examples of poetry)	a Use table of contents and index to locate general and specific information (e.g., locate stories by a particular author)
				b Use supportive illustrations, detail and summations to obtain information (e.g., captions, footnotes, glossary entries, graphs, tables, charts, maps)	b Use supportive illustrations, detail and summations to obtain information (e.g., captions, footnotes, glossary entries, graphs, tables, charts, maps)
			c Use guide words in a dictionary or glossary to locate words	c Use guide words and diacritical markings to locate and pronounce words	c Use diacritical markings or respellings to pronounce words

25

26

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Use table of contents, index, and summaries, to locate information needed (e.g., obtain an overview of a selection)	a Use table of contents, index, summaries, charts, and graphs to locate information needed	a Use table of contents, index, summaries, charts, graphs, and illustrations to locate information needed (e.g., locate answers to specific questions)	a Use table of contents, index, summaries, charts, graphs, and illustrations to locate information needed, emphasizing cross-referencing skills	a Use table of contents, index, summaries, charts, graphs, and illustrations to locate information needed, emphasizing cross-referencing skills	a Use table of contents, index, summaries, charts, graphs, and illustrations to locate information needed	a Use table of contents, index summaries, charts, graphs, and illustrations to locate information needed
b Use headings of materials to obtain information	b Use summaries and headings for preview and review	b Use organization of materials (e.g., summaries, headings and review questions) for preview and review	b Use organization of materials (e.g., summaries, headings and review questions) for preview and review	b Use organization of materials (e.g., summaries, headings and review questions) for preview and review	b Use organization of materials (e.g., summaries, headings and review questions) for preview and review	b Use organization of materials (e.g., summaries, headings and review questions) for preview and review
c Use diacritical markings or phonetic respellings to pronounce words	c Use diacritical markings or phonetic respellings to pronounce words	c Use diacritical markings or respellings to pronounce words	c Use diacritical markings or phonetic respellings to pronounce words	c Use diacritical markings or phonetic respellings to pronounce words	c Use diacritical markings or respellings to pronounce words	c Use diacritical markings or phonetic respellings to pronounce words
d Use selectively a variety of visual materials to obtain needed information (e.g., charts, maps)	d Use selectively a variety of visual materials to obtain needed information (e.g., graphs, charts, maps)	d Use selectively a variety of visual materials to obtain needed information (e.g., graphs, charts, tables, diagrams, maps)	d Use a variety of both print and nonprint resources to obtain needed information (e.g., film, slides, documentaries)	d Use a variety of both print and nonprint resources to obtain needed information (e.g., film, slides, documentaries)	d Use selectively and independently a variety of resources (e.g., a Thesaurus, an almanac, and Bartlett's Quotations)	d Use a variety of both print and nonprint resources independently (e.g, specialized reference works, audiovisual materials)

1.5 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL, AND VISUAL COMMUNICATIONS (ELS 3.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				a Relate new information to previous knowledge (e.g., tell about travels in Oregon before studying state)	a Relate new information to previous knowledge (e.g., talk about child and adult voices before studying sounds)
b Draw logical conclusions from oral and visual information	b Draw logical conclusions from information in a sentence	b Draw logical conclusions from information in a paragraph	b Draw logical conclusions from information presented in two or more paragraphs	b Draw logical conclusions from information presented in a short passage	b Draw logical conclusions from information presented in longer selections
c Identify an implied main idea in a simple oral literary work (e.g., select a title)	c Identify an implied main idea in a simple oral literary work (e.g., short paragraph 3-4 sentences)	c Identify an implied main idea in a simple literary work (e.g., 1-2 paragraphs)	c Identify an implied main idea in a simple literary work (e.g., 2-3 paragraphs)	c Identify literal and implied main ideas from information presented in grade-level selections and simple literary works (e.g., short article)	c Identify literal and implied main ideas from information presented in grade-level selections and literary works (e.g., story in reading text)
				d Recognize direct cause and effect relationships within a passage	d Infer direct cause and effect relationships (e.g., tell multiple effects, find clue words)
				e Predict simple, possible future outcomes or actions (e.g., concrete clues)	e Predict simple, possible future outcomes or actions (e.g., concrete clues and past experiences)
				f Draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge
b Draw logical conclusions from information presented in longer selections	b Draw logical conclusions from information presented in longer selections	b Draw logical conclusions from information presented	b Organize and analyze presented information in longer selections	b Analyze and synthesize presented information in longer selections	b Synthesize information and draw conclusions	b Synthesize and evaluate information in longer selections
c Restate literal and implied meanings of main and subordinate ideas from information presented in grade-level selections and literary works	c Summarize literal and implied meanings of main and subordinate ideas from information presented in grade-level selections and literary works	c Summarize literal and implied meanings of main and subordinate ideas from information presented in grade-level selections and literary works	c Analyze materials for literal and implied meanings and main and subordinate ideas from information presented in grade-level selections and literary works	c Synthesize materials for literal and implied meanings of main and subordinate ideas from information presented in grade-level selections and literary works using two or more sources	c Compare and contrast literal and implied meanings of information from two or more sources	c Evaluate literal and implied meanings of information from two or more sources
d Infer direct cause and effect relationships (e.g., determine unstated cause and effect)	d Recognize direct and indirect cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Infer direct and indirect cause and effect relationships within a passage	d Infer direct and indirect cause and effect relationships	d Infer direct and indirect cause and effect relationships	d Infer direct and indirect cause and effect relationships
e Predict possible future outcomes or actions (e.g., concrete clues and experiences)	e Predict probable future outcomes or actions (e.g., less explicit clues)	e Predict probable future outcomes or actions (e.g., less explicit clues)	e Analyze the validity of predictions or conclusions	e Evaluate the plausibility of conclusions from information given	e Defend conclusions from information given (e.g., cite evidence from source)	e Defend conclusions from information given (e.g., cite evidence from source)
f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning

1.5 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL, AND VISUAL COMMUNICATIONS (ELS 3.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
g Interpret communication through tone, volume	g Interpret communication through body language, gestures, tone, inflection, volume	g Interpret communication through body language, gestures, tone, inflection, volume	g Interpret communication through body language, gestures, tone, inflection, volume	g Recognize subtleties in communication through body language, gestures, tone, inflection, volume	g Recognize subtleties in communication through body language gestures, tone, inflection, volume
					h Recognize double meanings of words and phrases (e.g., idiomatic expressions)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
g Identify subtleties in communication through body language, gestures, tone, inflection, volume	g Recognize emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume (e.g., anger, joy, relief)	g Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume (e.g., anger, joy, relief)	g Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume (e.g., confidence, arrogance, insecurity)	g Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume (e.g., confidence, arrogance, insecurity)	g Interpret subtleties of emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume (e.g., confusion, competition, anxiety)	g Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection volume (e.g., confusion, competition, anxiety)
h Recognize double meanings of words and phrases (e.g., idiomatic expressions)	h Recognize double meanings of words and phrases (e.g., puns)	h Recognize double meanings of words and phrases (e.g., puns)	h Recognize double meanings of words and phrases (e.g., facetious expressions)	h Recognize double meanings of words and phrases (e.g., facetious expressions)	h Recognize double meanings of words and phrases (e.g., figurative expressions)	h Recognize double meanings of words and phrases (e.g., figurative expressions)

1.6 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Distinguish between natural and created sounds (e.g., woodland vs. city sounds)	a Distinguish between natural and created sounds (e.g., woodland vs. city sounds)	a Distinguish between natural and created sounds (e.g., water dripping, clock ticking)	a Distinguish among natural and created sounds (e.g., mosquito, bee, chainsaw, drill)	a Distinguish among natural and created sounds (e.g., compare flute playing and bird song)	a Distinguish subtleties among sounds (e.g., trumpet with and without a mute)
b Recognize sounds with messages (e.g., school bell)	b Recognize sounds with messages (e.g., alarm clock, telephone busy signal)	b Recognize sounds with messages (e.g., booing)	b Recognize sounds with messages (e.g., sirens, sighing)	b Recognize sounds with messages (e.g., bells, alarms)	b Recognize sounds with messages (e.g., orchestra conductor tapping)

1.7 USE A VARIETY OF LISTENING SKILLS

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify verbal and nonverbal messages (e.g., ways of saying "come here")	a Identify verbal and nonverbal messages (e.g., role play, verbal and nonverbal message)	a Identify verbal and nonverbal messages (e.g., role play, verbal and nonverbal message)	a Identify verbal and nonverbal messages (e.g., sound "Sh-h-h-h or finger to lips)	a Identify congruence between verbal and nonverbal messages (e.g., a nod and a yes)	a Identify congruence between verbal and nonverbal messages (e.g., a nod and a yes)
b Demonstrate appreciative listening (e.g., enjoyment of song, story, poem)	b Demonstrate comprehensive and appreciative listening (e.g., enjoyment and understanding of message in song, story, poem)	b Demonstrate comprehensive and appreciative listening (e.g., enjoyment and understanding of message in song, story, poem)	b Demonstrate comprehensive, appreciative, and empathetic listening (e.g., enjoyment, understanding of message, sympathy for problems of character in story)	b Demonstrate comprehensive, appreciative, empathetic listening (e.g., attention, understanding message, appropriate emotional response to oral presentation by classmate)	b Demonstrate comprehensive, critical, appreciative, empathetic listening (e.g., identify evidence, criteria, listen to end of message, make conscious judgment)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify and analyze sounds in nature and the environment (e.g., meaning of animal sounds)	a Identify and analyze sounds in nature and the environment	a Identify, analyze, and interpret sounds in nature and the environment	a Identify, analyze, interpret, and appreciate sounds of nature, language, music, and environment	a Identify, analyze, interpret, and appreciate sounds of nature, language, music, and environment	a Identify, analyze, interpret, and appreciate sounds of nature, language, music, and environment	a Identify, analyze interpret, and appreciate sounds of nature, language, music, and environment
b Recognize sounds with messages (e.g., bat's sonar)	b Recognize sounds with messages (e.g., horns, alarms)	b Recognize sounds with messages (e.g., horns, alarms)	b Use discrimination skills to enhance interpretation of natural and created sounds	b Use discrimination skills to enhance interpretation of natural and created sounds	b Use discrimination skills to enhance interpretation of natural and created sounds	b Use discrimination skills to enhance interpretation of natural and created sounds

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify congruence between verbal and nonverbal messages (e.g., body language)	a Identify specific nonverbal techniques in peer speakers (e.g., posture, eye contact)	a Identify specific nonverbal techniques in peer speakers (e.g., posture, eye contact)	a Analyze and describe specific verbal and nonverbal techniques used by self and others (e.g., gestures, eye contact, posture, careful enunciation)	a Analyze and describe specific verbal and nonverbal techniques used by self and others (e.g., gestures, eye contact, posture, careful enunciation)	a Analyze and describe specific verbal and nonverbal techniques used by self and others (e.g., gestures, eye contact, posture, careful enunciation)	a Analyze and describe specific verbal and nonverbal techniques used by self and others (e.g., gestures, eye contact, posture, careful enunciation)
b Demonstrate comprehensive, critical, appreciative, empathetic, and evaluative listening	b Demonstrate comprehensive, critical, appreciative, empathetic, and evaluative listening	b Demonstrate comprehensive, critical, appreciative, empathetic, and evaluative listening	b Analyze and describe own and others' use of listening skills (e.g., attention, appropriate response)	b Analyze and describe own and others' use of listening skills (e.g., attention, appropriate response)	b Analyze and describe own and others' use of listening skills (e.g., attention, appropriate response)	b Analyze and describe own and others' use of listening skills (e.g., attention, appropriate response)

1.8 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Separate real from imaginary (e.g., animal fables, fairytales)	a Separate real from imaginary (e.g., animal fables, fairytales)	a Separate real from imaginary (e.g., animal fables fairytales)	a Separate real from imaginary (e.g., cartoons and news programs)	a Identify real and imaginary (e.g., TV family sitcom, child's own family)	a Identify fiction and nonfiction (e.g., define and locate examples)
				b Identify emotional appeals used by authors in communication (e.g., TV commercials)	b Identify emotional appeals used in communication (e.g., techniques used on parents)
				d Use a primary source to verify information (e.g., encyclopedia)	d Use multiple primary sources to verify information (e.g., encyclopedia, trade books)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify information used to draw conclusions	a Separate between relevant and irrelevant information used to draw conclusions	a Separate between relevant and irrelevant information used to draw conclusions	a Distinguish between logical and illogical conclusions	a Distinguish between logical and illogical conclusions in materials	a Distinguish between logical and illogical conclusions	a Distinguish between logical and illogical conclusions
b Recognize propaganda and other persuasion techniques	b Identify propaganda and other persuasion techniques (e.g., name calling, testimonial, superlatives)	b Identify propaganda and other persuasion techniques (e.g., name calling, testimonial, superlatives)	b Identify propaganda and other persuasion techniques (e.g., generalities, bandwagon, stereotypes)	b Identify propaganda and other persuasion techniques (e.g., generalities, bandwagon, stereotypes)	b Identify propaganda and other persuasion techniques (e.g., false dilemma, panacea, misleading statistics)	b Identify propaganda and other persuasion techniques (e.g., false dilemma, panacea, misleading statistics)
c Recognize biases and stereotypes	c Identify biases and stereotypes (e.g., heroes, villians, personal prejudices)	c Identify biases and stereotypes (e.g., heroes, villans, personal prejudices)	c Identify biases and stereotypes (e.g., racism, sexism)	c Identify biases and stereotypes (e.g., racism, sexism)	c Identify biases and stereotypes (e.g., nationalism, lifestyles)	c Identify biases and stereotypes (e.g., nationalism, lifestyles)
d Use original literary materials to verify information	d Use original literary materials to verify information	d Use multiple primary sources to verify information	Use multiple original literary materials to verify information	d Use primary sources and secondary sources to verify information (e.g., book by an author and biography of that author)	d Use primary and secondary source materials to verify information (e.g., an historical account and a documentary film)	d Use primary sources and secondary sources to verify information (e.g., a novel and a criticism of the novel
e Recognize sources of persuasion (e.g., TV commercials, sales)	e Recognize sources of persuasion (e.g., TV, commercials, sales)	e Recognize sources of persuasion (e.g., newspaper, advertisements, speeches, sales)	e Recognize sources of persuasion (e.g., media, advertisements, speeches, sales)	e Recognize sources of persuasion (e.g., peers, parents, politicians, schools)	e Recognize sources of persuasion (e.g., peers, parents, politicians, employers)	e Recognize sources of persuasion (e.g., job notices, college and military recruiting)

1.9 LISTEN, READ, VIEW, AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Recognize use of mass media techniques (e.g., discuss types of mass media)	a Recognize use of mass media techniques (e.g., discuss types of mass media)	a Recognize use of mass media techniques (e.g., discuss types of mass media)	a Recognize use of mass media techniques (e.g., purpose of mass media)	a Recognize use of mass media techniques (e.g., purpose of mass media)	a Recognize use of mass media techniques (e.g., purpose of mass media)
b Demonstrate appropriate audience skills for different media presentations (e.g., applaud after a live performance)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact during puppet show)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact during puppet show)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact after a movie or school assembly, interact during a sports event)	b Demonstrate appropriate audience skills for different media presentations (e.g., questioning during a slide presentation)	b Demonstrate appropriate audience skills for different media presentations (e.g., participate during a magic show)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Recognize influences of mass media techniques upon self and society (e.g., rock stars influence on fashion)	a Recognize elements and identify influences of mass media upon self and society (e.g., consumerism, fashion, lifestyles)	a Recognize elements and identify influences of mass media upon self and society (e.g., consumerism, fashion, lifestyles)	a Recognize, identify, and analyze influences of mass media upon self and society (e.g., personal and societal beliefs)	a Recognize, identify, and analyze influences of mass media upon self and society (e.g., personal and societal beliefs)	a Evaluate roles of media in society (e.g., affecting beliefs and convictions)	a Evaluate roles of media in society e.g., affecting beliefs and convictions)
b Demonstrate appropriate audience skills for different media presentations (e.g., interact during a magic show, interact after a theatrical play)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, participation, summarizing)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, participation, summarizing)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, notetaking, questioning)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, notetaking, questioning)	b Demonstrate appropriate audience skills for different media presentations (e.g., notetaking, debating, analyzing)	b Demonstrate appropriate audience skills for different media presentations (e.g., notetaking, debating, analyzing)
	c Evaluate mass media influences (e.g., news and advertising)	c Critically evaluate mass media influences (e.g., news and advertising)	c Listen, read, and view critically (e.g., books, movie and music reviews)	c Listen, read, and view critically (e.g., books, movie and music reviews)	c Listen, read, and view critically (e.g., editorials, essays, documentaries)	c Listen, read, and view critically e.g., editorials, essays, documentaries)
d Recognize persuasion techniques found in audio and visual communications (e.g., name calling, testimonial, superlatives)	d Recognize persuasion techniques found in audio and visual communications (e.g., name calling, testimonial, superlatives)	d Recognize persuasion techniques found in audio and visual communications (e.g., name calling, testimonial, superlatives)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., generalities, bandwagon, stereotypes)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., generalities, bandwagon, stereotypes)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., false dilemma, panacea, misleading statistics)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., false dilemma, panacea, misleading statistics)
			e Employ intellectual defenses against propaganda techniques (e.g., identify fallacies, hasty generalizations, cause-effect, stereotype, circular reasoning)	e Employ intellectual defenses against propaganda techniques (e.g., identify fallacies, hasty generalizations, cause-effect, stereotype, circular reasoning)	e Employ intellectual defenses against propaganda techniques (e.g., identify weaknesses and and inaccuracies, plan counter-arguments, establish verifiable position)	e Employ intellectual defenses against propaganda techniques (e.g., identify weaknesses and and inaccuracies, plan counter-arguments, establish verifiable position)

1.10 DEMONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFELONG SOURCES OF RECREATION AND LEARNING

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Choose a reading selection that encompasses own interests (e.g., picture books)	a Choose a reading selection that encompasses own interests and independent reading level (e.g., picture books, easy readers)	a Choose a reading selection that encompasses own interests and independent reading level (e.g., dinosaur books, drawing books, cartoon and joke books)	a Choose a reading selection that encompasses own interests and independent reading level (e.g., dinosaur books, drawing books, cartoon and joke books)	a Choose selections at own reading level that encompass a variety of interests (e.g., animal stories, sports, vehicular magazines)	a Choose selections at own reading level that encompass a variety of interests (e.g., animal stories, sports, vehicular magazines)
b Communicate responses and reactions in selections of own choosing (e.g., creative movement, pictorally, orally)	b Communicate responses and reactions in selections of own choosing (e.g., creative movement, pictorally, orally)	b Communicate responses and reactions in selections of own choosing (e.g., creative movement, pictorally, orally)	b Communicate orally and pictorially responses and reactions to selections of own choosing	b Explain preference for certain types of selections over others	b Justify preference for certain types of selections over others
				c Identify reading selections related to potential career choices (e.g., career sections in texts)	c Identify reading selections related to potential career choices (e.g., trade books or magazines)

1.11 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS, AND HYPOTHESES ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Predict endings to short stories (e.g., orally in group settings)	a Predict endings to short stories (e.g., pictorially or dictate)	a Predict endings to short stories (e.g., written ending)	a Identify facts that support an explanation and a prediction (e.g., underline)	a Identify facts that support an explanation and a prediction (e.g., underline)	a Identify parts of an explanation and a prediction not supported by fact
b Discuss why people or animals may act as they do (e.g., contented cat purrs)	b Discuss why people or animals may act as they do (e.g., fearful person cries, hides)	b Discuss why people or animals may act as they do (e.g., insecure person or animal may strike out)	b Identify factors that may influence a behavior or a result (e.g., brainstorm reasons for certain behavior)	b Predict what influence different factors will have on a behavior or result (e.g., tell ending to first half of story)	b Predict what influence different factors will have on a behavior or result (e.g., change one element of story and tell ending)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Choose selections at own reading level that encompass a variety of interests (e.g., mysteries, sports, love stories)	a Choose selections that encompass a variety of interests (e.g., mysteries, sports, crafts, science fiction)	a Choose selections that encompass a variety of interests (e.g., mysteries, sports, crafts, stories about teens)	a Choose selections that encompass a variety of interests (e.g., autobiographies, biographies, sports, technical magazines)	a Choose selections that encompass a variety of interests (e.g., autobiographies, biographies, sports, technical magazines)	a Choose selections that encompass a variety of interests (e.g., crafts, instructional, autobiographies, biographies, computer sales, fashion, technical magazines)	a Choose selections that encompass a variety of interests (e.g., crafts, instructional, autobiographies, biographies, computer sales, fashion, technical magazines)
b Justify preference for certain types of selections over others	b Justify preference for certain types of selections over others	b Justify preference for certain types of selections over others	b Share informal judgments concerning types of selections using examples from own reading	b Share informal judgments concerning types of selections using examples from own reading	b Share informal judgments concerning types of selections using examples from own reading	b Share informal judgments concerning types of selections using examples from own reading
c Identify reading selections related to potential career choices (e.g., novels about specific careers)	c Identify reading selections related to potential career choices	c Identify reading selections related to potential career choices	c Identify reading selections related to potential career choices	c Identify reading selections related to potential career choices	c Identify reading selections related to potential career choices	c Identify reading selections related to potential career choices

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify parts of explanation and a prediction not supported by fact	a Identify differences between two explanations	a Interpret differences between two explanations	a Interpret differences between two explanations	a Critically analyze a selection with facts that support the explanation	a Critically analyze explanation and interpretation to confirm or validate them	a Critically analyze explanation and interpretation to confirm or validate them
b Identify which factors will have the greatest influence on a behavior or result	b Develop a hypothesis from information presented in a selection	b Develop a hypothesis from information presented in a selection	b Develop a hypothesis from information presented in a selection	b Develop a hypothesis using information from a variety of sources	b Develop a hypothesis using information from a variety of sources	b Develop and test a hypothesis using information from a variety of sources

1.12 MAKE REASONED EVALUATIONS ABOUT READING AND LITERATURE SELECTIONS (ELS 6.4)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify real from imaginary (e.g., animal fables, fairytales)	a Identify real from imaginary (e.g., animal fables, fairytales)	a Identify real from imaginary (e.g., animal fables, fairytales)	a Identify simple fallacies (e.g., point out ridiculous elements in silly stories, exaggerations)	a Identify common fallacies (e.g., locate opinions stated as fact)	a Identify common fallacies (e.g., locate character's incorrect assumptions)
			b Identify appropriate types of information that should be included in simple forms of communications	b Identify certain types of information and style of communication that are ineffective	b Explain why certain types of information and style of communication are ineffective
c Evaluate whether a simple oral presentation is consistent with known facts	c Evaluate whether a simple written presentation is consistent with known facts (e.g., fantasy story)	c Evaluate whether a simple written presentation is consistent with known facts (e.g., tall tales)	c Evaluate whether a simple written presentation is consistent with known facts (e.g., tall tales)	c Identify sources which help determine whether a statement is factual (e.g., experts, dictionaries, almanacs)	c Determine a strategy for determining whether a statement is a fact (e.g., can statement be verified)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify common fallacies (e.g., unsubstantiated claims of ads)	a Identify reasons why fallacies might be included in statements	a Explain reasons why fallacies might be included in statements	a Evaluate the effect of fallacies on the clarity of communications	a Evaluate the effect of fallacies on the clarity of communications	a Evaluate the effect of fallacies on the clarity of communications	a Evaluate the effect of fallacies on the clarity of communications
b Explain why certain types of information and style of communication are effective	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Assess the appropriateness of written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of written communication in view of the intended audience and purpose of the communication
c Apply a strategy for determining whether a statement is a fact or an opinion (e.g., compare opinion and fact statements for differences)	c Evaluate whether a conclusion is based on evidence or opinion	c Evaluate whether a conclusion is based on evidence or opinion	c Evaluate whether a conclusion is based on evidence or opinion	c Critically evaluate arguments or positions in terms of known facts	c Critically evaluate arguments or positions in terms of known facts	c Critically evaluate arguments or positions in terms of known facts

1.13 DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Describe several pieces of significant children's literature (e.g., orally describe picture books, nursery rhymes)	a Describe several pieces of significant children's literature (e.g., illustrate several picture books)	a Describe several pieces of significant children's literature (e.g., orally share several stories with class)	a Describe several pieces of significant children's literature	a Describe several pieces of significant children's literature	a Describe several pieces of significant children's literature (e.g., compare several similar stories)
c Compare to their own culture some general similarities and differences of another culture described in the reading (e.g., orally)	c Compare to their own culture some general similarities and differences of another culture described in the reading (e.g, pictorially)	c Compare to their own culture some general similarities and differences of another culture described in the reading	c Compare to their own culture some general similarities and differences of another culture described in the reading	c Compare the setting and characters of a piece of literature to the students' immediate culture	c Compare the setting and characters of a piece of literature to the student's immediate culture
d Identify simple oral literary forms such as poetry and short prose selections	d Identify simple literary forms such as poetry and short prose selections	d Identify simple literary forms such as poetry and short prose selections	d Identify simple literary forms such as poetry and short prose selections	d Identify various literary forms such as short stories, poetry, and drama (e.g., differences among poetry, plays, short stories)	d Identify various literary forms such as short stories, poetry, and drama (e.g., differences among poetry, plays, short stories)
e Give personal reactions and responses to reading selections	e Give personal reactions and responses to reading selections	e Explain personal reactions and responses to reading selections	e Explain personal reactions and responses to reading selections	e Explain personal reactions and responses to literature and reading selections	e Explain personal reactions and responses to literature and reading selections

57

58

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Describe several pieces of literature written by American authors	a Analyze several pieces of literature by American authors	a Analyze several pieces of literature by American authors	a Analyze several pieces of literature written by American authors	a Analyze several pieces of literature written by American authors	a Analyze several pieces of literature written by American authors	a Analyze several pieces of literature written by American authors
b Describe several pieces of significant literature representing diverse cultures and time periods	b Analyze several pieces of literature representing diverse cultures and time periods (e.g., African, Early American)	b Analyze several pieces of literature representing diverse cultures and time periods (e.g., African, Early American)	b Analyze several pieces of literature representing diverse cultures and time periods (e.g., Far East, minority perspective)	b Analyze several pieces of literature representing diverse cultures and time periods	b Analyze several pieces of literature representing diverse cultures and time periods	b Analyze several pieces of literature representing diverse cultures and time periods
c Compare the setting and characters of a piece of literature to the student's immediate culture	c Compare the setting and characters in pieces of literature from several cultures	c Compare the setting and characters from several cultures	c Compare the setting and characters in pieces of literature from several cultures	c Compare the setting and characters in pieces of literature from several cultures	c Synthesize information about a given culture described in several different literature selections	c Synthesize information about a given culture described in several different literature selections
d Identify various literary forms such as poetry, drama, biography, autobiography, and other nonfiction forms	d Identify various literary forms (e.g., poetry, drama, biography, autobiography, and other nonfiction forms)	d Identify various literary forms such as poetry, drama, biography, and autobiography	d Identify various literary forms (e.g., drama, poetry, essays, novels, and short stories)	d Identify various literary forms (e.g., drama, poetry, essays, novels, and short stories)	d Identify various literary forms such as drama, poetry, essays, novels, and short stories	d Identify various literary forms such as drama, poetry, essays, novels, and short stories
e Explain personal reactions and responses to literature and reading selections	e Justify personal reactions and responses to literature selections and relate to textual selections	e Justify personal reactions and responses to literature selections and relate to textual selections	e Justify personal reactions and responses to literature selections and relate to textual selections	e Justify personal reactions and responses to literature selections and relate to textual selections	e Evaluate reasonableness of personal reactions and responses to literature in relation to textual information	e Evaluate reasonableness of personal reactions and responses to literature in relation to textual information

1.14 DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify simple characters, setting, and plot (e.g., answer who, what happened, where and when to story read aloud)	a Identify simple characters, setting, and plot (e.g., define and locate characters)	a Identify simple characters, setting, and plot (e.g., discuss plot, as beginning, middle and end)	a Identify simple characters, setting, and plot (e.g., discuss information setting provides)	a Define and use terms such as plot, setting, and character	a Define and use terms such as plot, setting, character, and tone
b Discuss how things are alike or different (e.g., pictures, animals)	b Discuss how things are alike or different (e.g., characters in story)	b Discuss how things are alike or different (e.g., plots of two stories)	b Identify simple analogies and similes (e.g., hungry as a bear)	b Identify and use simple analogies and similes (e.g., blue as the sky)	b Identify simple metaphors and personification (e.g., he is a turkey)

1.15 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Repeat oral instructions	a Repeat oral instructions	a Repeat oral instructions in proper sequence and ask questions to clarify	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary
			b Determine ideas and concepts addressed in the assignment	b Determine ideas and concepts addressed in the assignment	b Determine ideas, concepts and generalities addressed in the assignment

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify a plot, setting, character, and tone in a literature selection	a Identify elements of fiction in literature selections	a Compare elements of fiction among literature selections	a Compare elements of fiction among literature selections	a Describe the elements of fiction and their function in a piece of literature	a Describe the elements of fiction and their function in a piece of literature	a Describe the elements of fiction and their function in a piece of literature
b Identify simple metaphors and personification (e.g., whispering leaves)	b Identify simple metaphors and personification (e.g., the hands of time)	b Identify roles of figurative language in literature (e.g., imagery, simile, alliteration)	b Identify roles of figurative language on the meaning and beauty of literature selection (e.g., implied metaphor, hyperbole)	b Analyze effects of figurative language on the meaning and beauty of literature selection (e.g., implied metaphor, hyperbole)	b Analyze effects of figurative language on the meaning and beauty of literature selection (e.g., extended metaphors, irony)	b Analyze effects of figurative language on the meaning and beauty of literature selection (e.g., extended metaphors, irony)
			c Identify characteristics of a particular author's style (e.g., informal, vs. formal, concrete vs. ambiguous, narrative vs. dialog)	c Identify characteristics of a particular author's style (e.g., informal, vs. formal, concrete vs. ambiguous, narrative vs. dialog)	c Compare and contrast authors' styles (e.g., use of figurative language, concrete vivid language, journalistic prose style, etc.)	c Compare and contrast authors' styles (e.g., use of figurative language, concrete vivid language, journalistic prose style, etc.)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary
b Determine ideas, concepts, and generalities addressed in the assignment	b Determine ideas, concepts, and generalities addressed in the assignment	b Determine ideas, concepts, generalities, principles, and issues addressed in the assignment	b Determine ideas, concepts, generalities, principles, and issues addressed in the assignment	b Determine ideas, concepts, generalities, principles, and issues addressed in the assignment	b Determine ideas, concepts, generalities, principles, and issues addressed in the assignment	b Determine ideas, concepts, generalities, principles, and issues addressed in the assignment

1.16 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials
			b Locate and use noncirculating reference materials	b Locate and use noncirculating reference materials including electronic sources	b Locate and use noncirculating reference materials including electronic sources
				c Use library classification system and services to locate resources	c Use library classification system and services to locate specialized resources required to complete assignments
				d Locate a variety of reference sources	d Locate and use a variety of reference sources such as personal interviews and on-site visits

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials	a Locate, check-out, and return books and other circulating media materials
b Locate and use noncirculating reference materials including electronic sources	b Locate and use noncirculating reference materials including electronic sources (e.g., slides, filmstrips, videotapes, computers)	b Locate and use noncirculating reference materials including electronic sources (e.g., slides, filmstrips, videotapes, computers)	b Locate and use noncirculating reference materials including electronic sources (e.g., slides, filmstrips, videotapes, computers)	b Locate and use noncirculating reference materials including electronic sources (e.g., slides, videotapes, film strips, computers electronic data bases)	b Locate and use noncirculating reference materials including electronic sources (e.g., slides, videotapes, film strips, computers electronic data bases)	b Locate and use noncirculating reference materials including electronic sources (e.g., slides, videotapes, film strips, computers electronic data bases)
c Use library classification system and services to locate specialized resources required to complete assignments	c Use library classification system and services to locate specialized resources required to complete assignments (e.g., card catalog, Dewey decimal system, Reader's Guide to Periodical Literature)	c Use library classification system and services to locate specialized resources required to complete assignments (e.g., card catalog, Dewey decimal system, Reader's Guide to Periodical Literature)	c Use library classification system and services to locate specialized resources required to complete assignments (e.g., card catalog, Reader's Guide to Periodical Literature, Interlibrary loan)	c Use library classification system and services to locate specialized resources required to complete assignments (e.g., card catalog, Reader's Guide to Periodical Literature, Interlibrary loan)	c Use library classification system and services to locate specialized resources required to complete assignments (e.g., interlibrary loan, electronic data bases)	c Use library classification system and services to locate specialized resources required to complete assignments (e.g., interlibrary loan, electronic data bases)
d Locate and use a variety of reference sources such as personal interviews and on-site visits	d Locate and use a variety of reference sources such as personal interviews and on-site visits	d Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information	d Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information	d Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information	d Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information	d Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information

1.17 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Select activities and use time effectively (e.g., painting, clay)	a Select activities and use time effectively (e.g., coloring, game)	a Follow a study plan including: time management, appropriate study environment, processing of information (e.g., work steadily, think through answers)	a Follow a study plan including: time management, appropriate study environment, processing of information (e.g., screen out distractions, pace work)	a Follow a study plan including: time management, appropriate study environment, and processing of information (e.g., homework)	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., report writing)
b Begin and complete task	b Begin and complete assignment and ask questions to clarify	b Begin and complete assignment and ask questions to clarify	b Accomplish learning task using appropriate study techniques (e.g., read and reread text, ask clarifying questions, seek help when needed, use memory devices)	b Accomplish learning task using appropriate study techniques (e.g., read and reread text, ask clarifying questions, seek help when needed, use memory devices and study with classmates)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)
			c Vary reading rate according to purpose for reading the selection (e.g., identify various purposes)	c Vary reading rate according to purpose for reading the selection (e.g., label paragraphs for skimming, etc.)	c Vary reading rate according to purpose for reading the selection (e.g., label paragraphs for skimming, etc.)
d Keep materials organized and accessible (e.g., return scissors, crayons)	d Keep materials organized and accessible (e.g., keep desk neat)	d Keep materials organized and accessible (e.g., keep desk neat)	d Keep study materials organized and accessible (e.g., keep desk neat)	d Keep study materials organized and accessible (e.g., use folder for assignments)	d Keep study materials organized and accessible (e.g., use folder for assignments)
e Complete a task within a given amount of time (e.g., clean-up)	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time (e.g., homework)	e Turn in assignments on time (e.g., homework, reports)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information
b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)
c Vary reading rate according to purpose for reading the selection (e.g., discuss in-depth reading techniques)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)
d Keep study materials organized and accessible (e.g., maintain tabbed notebook for each study area)	d Keep study materials organized and accessible (e.g., special notebooks)	d Keep study material log and related notes organized and accessible	d Keep study material log and related notes organized and accessible	d Keep study material log and related notes organized and accessible	d Keep study materials, log, related notes, and filing system organized and accessible	d Keep study materials, log, related notes, and filing system organized and accessible
e Turn in assignments on time (e.g., homework, reports)	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time

1.17 (continued)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	f Use appropriate test-taking techniques (e.g., listen to directions)	f Use appropriate test-taking techniques (e.g., read and follow directions)	f Use appropriate test-taking techniques (e.g., have supplies, read test first, follow directions, do easy questions first)	f Use appropriate test-taking techniques (e.g., have supplies, read test first, follow directions, know standardized test format)	f Use appropriate test-taking techniques (e.g., pace self, bring supplies, read over test, follow directions, from standardized test format)

73

74

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
f Use appropriate test-taking techniques (e.g., pace self, come rested, do easy questions first)	f Use appropriate test-taking techniques (e.g., make lists, review notes, use relaxation techniques)	f Use appropriate test-taking techniques (e.g., survey the tests, read direction, review when completed)	f Use appropriate test-taking techniques (e.g., analyze requirements of different types of tests)	f Use appropriate test-taking techniques (e.g., analyze requirements of different types of tests)	f Use appropriate test-taking techniques (e.g., analyze needs of written tests such as completion, short answer and essay)	f Use appropriate test-taking techniques (e.g., analyze requirements of standardized tests for college preparation or vocational training)
		g Identify how independent learning techniques assist in career planning	g Identify how independent learning techniques assist in career planning	g Identify how independent learning techniques assist in career planning	g Identify how independent learning techniques assist in continuing career development	g Identify how independent learning techniques assist in continuing career development

2.0 Students will use writing and speaking skills in a variety of modes of communication and self-expression.

2.1 SPEAK AND READ ORALLY WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Listen and produce basic speech sounds	a Listen and produce basic speech sounds (e.g., song and poems)	a Listen and produce basic speech sounds (e.g., chants and songs)	a Produce correct basic speech sounds (e.g., oral reading of poetry)		
b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English
c Moderate volume of oral presentation (e.g., sharing)	c Moderate volume of oral readings and presentations (e.g., choral reading)	c Control volume and rate of oral readings and presentations (e.g., limerick readings)	c Control volume and rate of oral readings and presentations (e.g., reading action-packed stories)	c Control volume and rate of oral readings and presentations (e.g., peer analysis of poetry recitation)	c Control volume and rate of oral readings and presentations (e.g., reading a play into tape recorder)
d Share orally with class	d Share orally with class	d Share orally with class using appropriate presentation skills	d Demonstrate appropriate oral presentation skills such as posture and correct use of language	d Demonstrate appropriate oral presentation skills such as poise, posture, and correct use of language	d Demonstrate appropriate oral presentation skills such as poise, posture, and correct use of language

77

78

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English
c Use pitch, rate, tone, and volume to enhance oral readings and presentations (e.g., apply appropriate speech patterns in a reading)	c Use pitch, rate, tone, and volume to enhance oral readings and presentations	c Use pitch, rate tone, and volume to enhance oral readings and presentations	c Recognize both verbal and nonverbal communication skills (e.g., tone, pitch, rate, volume)	c Use verbal and nonverbal communication skills effectively in oral readings and presentations (e.g., tone, pitch, rate, volume)	c Use verbal and nonverbal communication skills effectively in oral readings and presentations (e.g., tone, pitch, rate, volume)	c Use verbal and nonverbal communication skills effectively in oral readings and presentations (e.g., tone, pitch, rate, volume)
d Demonstrate appropriate oral presentation skills (e.g., poise, posture, correct use of language, gesture)	d Demonstrate appropriate oral presentation skills (e.g., poise, posture, correct use of language, gesture)	d Demonstrate appropriate oral presentation skills (e.g., poise, posture correct use of language, gesture, and intonation)	d Demonstrate appropriate oral presentation skills (e.g., poise, posture, correct use of language, gesture, and intonation)	d Demonstrate appropriate oral presentation skills (e.g., poise, posture correct use of language, gesture, and intonation)	d Demonstrate appropriate oral presentation skills (e.g., poise, posture, correct use of language, gesture, and intonation)	d Demonstrate appropriate oral presentation skills (e.g., poise, posture correct use of language, gesture, and intonation)

2.2 USE ORAL COMMUNICATION TO GIVE AND RECEIVE INFORMATION, DIRECTIONS, AND FOR ENJOYMENT (ELS 2.3)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Paraphrase oral messages	a Paraphrase oral messages	Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages
				b Give accurate oral directions (e.g., tell how to make popcorn)	b Give accurate oral directions (e.g., tell directions to store from house)
c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication such as greetings and telephone conversations (e.g., wave at friends)	c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication such as greetings and telephone conversations (e.g., talk to friend on telephone)	c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication such as greetings and telephone conversations (e.g., introduce friends)	c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication such as greetings and telephone conversations (e.g., raise hand to talk)	c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication such as greetings, telephone conversations, introductions, and interruptions	c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication such as greetings, telephone conversations, introductions, and interruptions
d Ask questions to gain assistance	d Ask questions to gain assistance or locate information	d Ask questions to gain assistance or locate information	d Ask questions designed to clarify, gain assistance, or locate information	d Ask questions designed to clarify, gain assistance, or locate information	d Ask questions designed to clarify, gain assistance, or locate information
e Share ideas and information orally with others	e Share ideas and information orally with others (e.g., take turns retelling story parts)	e Share ideas and information orally with others (e.g., pretend to be a story character and tell reaction to a situation)	e Share ideas and information orally with others (e.g., name things they do well and things they would like to do better)	e Share ideas and information orally with others (e.g., prepare and present a television announcement to sell a product)	e Share ideas and information orally with others (e.g., invent dialog to retell story)
				f Provide accurate descriptive detail orally (e.g., tell about a favorite place)	f Provide accurate descriptive detail orally (e.g., give an oral report on early American Indian tribes)
g Repeat oral messages (e.g., single sentences)	g Repeat oral messages (e.g., single sentences)	g Repeat oral messages (e.g., single sentences)	g Repeat oral messages verbatim (e.g., two sentences)	g Repeat oral messages verbatim (e.g., two sentences)	g Repeat oral messages verbatim (e.g., multiple sentences, phone messages)

81

82

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages	a Paraphrase oral and written messages
b Give accurate oral directions (e.g., tell how to measure rainfall)	b Give accurate oral directions (e.g., explain a simple process)	b Give accurate oral directions (e.g., explain a simple process)	b Give accurate oral directions (e.g., explain a step-by-step process)	b Give accurate oral directions (e.g., explain a step-by-step process)	b Give accurate oral directions (e.g., explain a complex process)	b Give accurate oral directions (e.g., explain a complex process)
c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication	c Demonstrate appropriate verbal and nonverbal behaviors in rituals of communication (e.g., listening, affirming, eye contact)	c Demonstrate appropriate verbal and nonverbal behaviors including simulated job interview situation (e.g., listening, affirming, eye contact)	c Demonstrate appropriate verbal and nonverbal behaviors including simulated job interview situation (e.g., appearance, eye contact, voice, gestures, facial expression)	c Demonstrate appropriate verbal and nonverbal behaviors including simulated job interivew situation (e.g., appearance, eye contact, voice, gestures, facial expression)	c Demonstrate appropriate verbal and nonverbal behaviors including simulated job interview situation (e.g., appearance, eye contact, voice, gestures, facial expression)	c Demonstrate appropriate verbal and nonverbal behaviors including simulated job interview situation (e.g., appearance, eye contact, voice, gestures, facial expression)
d Ask questions designed to clarify, gain assistance, or locate information	d Ask questions designed to clarify, gain assistance, or locate information	d Ask questions designed to clarify, gain assistance, or locate information	d Ask questions designed to clarify, gain assistance or locate information	d Ask questions designed to clarify, gain assistance or locate information	d Ask questions designed to clarify, gain assistance or locate information	d Ask questions designed to clarify, gain assistance or locate information
e Share ideas and information orally with others (e.g., persuade someone to use a product)	e Share ideas and information orally with others (e.g., narrative talk)	e Share ideas and information orally with others (e.g., narrative talk)	e Share ideas and information orally with others (e.g., descriptive speech)	e Share ideas and information orally with others (e.g., descriptive speech)	e Share ideas and information orally with others (e.g., informative speech)	e Share ideas and information orally with others (e.g., informative speech)
f Provide accurate descriptive detail orally (e.g., report intinerary of a family vacation)	f Provide accurate descriptive detail orally	f Provide accurate descriptive detail orally	f Develop accurate detail based on oral explanations by others (e.g., notetaking, retelling information)	f Develop accurate detail based on oral explanations by others (e.g., notetaking, retelling information)	f Develop accurate detail based on oral explanations by others (e.g., notetaking, retelling information)	f Develop accurate detail based on oral explanations by others (e.g., notetaking, retelling information)
g Repeat oral messages verbatim (e.g., mutiple sentences)	g Rephrase oral messages					

83

84

2.2 (continued)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				h Take simple notes from oral presentations (e.g., interviews)	h Take notes from oral presentations (e.g., films)
j Follow 1-2 step oral instructions (e.g., preparation for recess)	j Follow 1-2 step oral instructions (e.g., preparation for recess)	j Follow 2-3 step oral instructions (e.g., checkout library book)	j Follow 2-3 step oral instructions (e.g., checkout library book)	j Follow 3 step oral instructions (e.g., follow instructions for craft project)	j Follow 3 step oral instructions (e.g., follow instructions for craft project)
k Identify main idea in a short oral presentation (e.g., nursery rhymes)	k Identify main idea in a short oral presentation (e.g., choral reading)	k Identify main idea in a short oral presentation (e.g., pattern song)	k Identify main idea in a short oral presentation (e.g., simple story)	k Identify main idea in a short oral presentation (e.g., poem)	k Identify main idea in a short oral presentation (e.g., popular song)

85

86

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
h Take notes from oral presentations (e.g., guest speaker, school board meeting	h Take notes from oral presentations	h Take notes and write summaries based on oral presentations	h Take notes and write summaries based on oral presentations	h Take notes and write summaries based on oral presentations	h Take and make notes based on oral presentations	h Take and make notes based on oral presentations
			i Prepare accurate, detailed summaries from oral presentations (e.g., short informal presentation, television broadcast)	i Prepare accurate, detailed summaries from oral presentations (e.g., short informal presentation, television broadcast)	i Prepare accurate, detailed summaries from oral presentations (e.g., longer more formal presentations, plays, debates, panel discussions)	i Prepare accurate, detailed summaries from oral presentations (e.g., longer more formal presentations, plays, debates, panel discussions)
j Follow 3 step oral instructions (e.g., follow instructions for craft project)	j Follow multi-step oral instructions (e.g., fire drills, procedures for participating in group discussion)	j Follow multi-step oral instructions (e.g., fire drills, procedures for participating in group discussion)	j Follow multi-step oral instructions	j Follow multi-step oral instructions	j Follow multi-step oral instructions	j Follow multi-step oral instructions
k Identify main idea in a long oral presentation (e.g., information, narrative form of presentation)	k Identify main idea in a long oral presentation (e.g., information, narrative form of presentation)	k Identify main idea in a long oral presentation (e.g., information, narrative form of presentation)	k Identify main idea in a long oral presentation (e.g., factual documentary style presentation)	k Identify main idea in a long oral presentation (e.g., factual documentary style presentation)	k Identify main idea in a long oral presentation (e.g., formal debate style presentation)	k Identify main idea in a long oral presentation (e.g., formal debate style presentation)
l Interpret poetry and drama orally (e.g., pantomime a poem)	l Interpret poetry and drama orally (e.g., present a short humorous story or poem)	l Interpret poetry and drama orally (e.g., present a short humorous story or poem)	l Interpret poetry and drama orally (e.g., present a longer dramatic poem or scene)	l Interpret poetry and drama orally (e.g., present a longer dramatic poem or scene)	l Interpret poetry and drama orally (e.g., present a soliloquy or act from a play)	l Interpret poetry and drama orally (e.g., present a soliloquy or act from a play)

2.3 USE GROUP DISCUSSION SKILLS APPROPRIATELY

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Demonstrate group discussion skills such as questioning, contributing, and taking turns	a Demonstrate group discussion skills such as questioning, contributing, and taking turns	a Demonstrate group discussion skills such as questioning, contributing, and taking turns	a Demonstrate group discussion skills such as questioning, contributing, and taking turns	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point
b Participate in group discussion (e.g., listen attentively or share)	b Participate in group discussion (e.g., listen attentively or share)	b Participate in group discussion (e.g., share ideas)	b Explain the purposes of group discussion	b Explain different behaviors used in small and large group discussions	b Explain the purposes of group discussion

89

90

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point (e.g., small group discussion)	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point (e.g., small group discussion)	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point (e.g., large group discussion)	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point (e.g., large group discussion)	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point (e.g., panel discussion)	a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point (e.g., panel discussion)
b Recognize appropriate roles of participants and facilitators in group discussion	b Identify appropriate roles of participants and facilitators in group discussion	b Model appropriate roles of participants and facilitators in group discussion	b Model appropriate roles of participants and facilitators in group discussion	b Model appropriate roles of participants and facilitators in group discussion	b Model appropriate roles of participants and facilitators in group discussion	b Model appropriate roles of participants and facilitators in group discussion
c Recognize the characteristics of an effective group discussion	c Describe the characteristics of an effective group discussion	c Evaluate the effectiveness of a group discussion (e.g., purpose, main point, participation)	c Evaluate the effectiveness of a group discussion (e.g., purpose, main point, participation)	c Evaluate the effectiveness of a group discussion (e.g., organization, resolution of problem)	c Evaluate the effectiveness of a group discussion (e.g., organization, resolution of problem)	c Evaluate the effectiveness of a group discussion (e.g., organization, resolution of problem)

2.4 USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWRITING) (ELS 5.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Use personal experiences, knowledge, and feelings as sources for dictation, generation of writing, and illustration (e.g., draw a picture of a pet)	a Use personal experiences, knowledge, and feelings as sources for dictation, generation of writing, and illustration (e.g., dictate an event to teacher)	a Use personal experiences, knowledge, and feelings as sources for dictation, generation of writing, and illustration (e.g., describe a summer trip)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., describe a favorite book or toy)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., get well cards)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., letter to friend who has moved away)
b Use brainstorming, discussion, and sharing to find and develop topics (e.g., share experiences from a field trip)	b Use brainstorming, discussion, and sharing to find and develop topics (e.g., what to include in thank you letter)	b Use brainstorming, discussion, and sharing to find and develop topics (e.g., how to find a lost pet)	b Use brainstorming, discussion, and sharing to find and develop topics (e.g., what would you like to know about your town)	b Use brainstorming, discussion, and sharing to find and develop topics (e.g., tell everything you know about Africa)	b Use brainstorming, discussion, and sharing to find and develop topics (e.g., discuss possible characteristics of a new TV cartoon character)
c Participate in making lists of interesting words and ideas as sources for topics	c Participate in making lists of interesting words and ideas as sources for topics	c Make lists of interesting words and ideas as sources for topics	c Make lists of interesting words and ideas as sources for topics (e.g., words, rainy days, older people	c Record ideas and observations for later use	c Record ideas, observations, facts, questions for later use (e.g., types of clothing, automobiles, holidays)
				d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics
e Discuss and share thoughts and ideas (e.g., share and tell)	e Discuss and share thoughts and ideas (e.g., draw picture of an experience)	e Discuss and share thoughts and ideas (e.g., stories published and shared)	e Discuss and share thoughts and ideas (e.g., journal writing)	e Discuss and share thoughts and ideas (e.g., tell about a favorite book)	e Discuss and share thoughts and ideas (e.g., current events)

93

94

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Use personal experiences, knowledge, and feelings as sources of writing (e.g., why are music and art classes important)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., letters, journals, diaries)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., letters, journals, diaries)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., narratives, opinion essays)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., narratives, opinion essays)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., persuasive essays, memory essays)	a Use personal experiences, knowledge, and feelings as sources of writing (e.g., persuasive essays, memory essays)
b Use brainstorming, discussion, and sharing to find and develop topics (e.g., list everything you know about Martin Luther King)	b Use brainstorming, discussion, and sharing to find and develop topics	b Use idea-generation techniques such as brainstorming and focused-object thinking (e.g., clustering, list-making)	b Use idea-generation techniques such as brainstorming and focused-object thinking (e.g., clustering, list-making)	b Use idea-generation techniques such as brainstorming and focused-object thinking (e.g., clustering, webbing, free-writing, word association)	b Use idea-generation techniques such as brainstorming and focused-object thinking (e.g. clustering, webbing, free-writing, word association)	b Use idea-generation techniques such as brainstorming and focused-object thinking (e.g., clustering, webbing, free-writing, word association)
c Record ideas, observations, facts and questions for later use	c Record ideas, observations, facts and questions for later use	c Record ideas, observations, facts and questions for later use	c Record ideas, observations, facts and questions for later use	c Record ideas, observations, facts and questions for later use	c Record ideas, observations, facts and questions for later use	c Record ideas, observations, facts and questions for later use
d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics	d Use personal reading and subject area content as sources of topics
e Discuss and share thoughts and ideas (e.g., tell about best friend)	e Discuss and share thoughts and ideas	e Discuss and share thoughts and ideas	e Discuss and share thoughts and ideas	e Discuss and share thoughts and ideas	e Discuss and share thoughts and ideas	e Discuss and share thoughts and ideas

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2.5 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT IN PLANNING WRITTEN AND ORAL PRESENTATIONS (ELS 5.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Classify words and topics (e.g., put groups of pictures together by color, size, object)	a Classify words and topics (e.g., make list of articles of clothing that go together)	a Classify words and topics (e.g., label characters in a story as clever, really clever, not clever)	a Classify words and topics (e.g., words that rhyme and words that begin with same letter)	a Classify words and topics (e.g., classify types of explorers and give examples)	a Classify words and topics (e.g., classify groups of animals)
b Use descriptive words about a topic	b Use detail and examples to develop a simple sentence(s) about a topic	b Use detail and examples to develop a simple sentence(s) about a topic	b Use detail and examples to develop topic	b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic	b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic
c As a group, organize ideas chronologically (e.g., tell what happens during the day after getting out of bed)	c As a group, organize ideas chronologically (e.g., describe how to make your bed)	c As a group, organize ideas chronologically (e.g., rearrange events to place in correct order)	c Organize ideas chronologically (e.g., describe how main events in a story lead to the next)	c Select and organize details which support a topic	c Select and organize details which support a topic
d Sequence ideas and events (e.g., place pictures of steps in making a peanut butter sandwich in correct order)	d Sequence ideas and events (e.g., students act out steps in buying a pair of shoes)	d Sequence ideas and events (e.g., place events of a story in order that makes sense)	d Sequence ideas and events (e.g., act out all you need to do to get ready for a field trip)	d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Classify words and topics (e.g., categorize and list food taken on a space flight)	a Classify words, topics, and ideas (e.g., using 1 or 2 simple similarities)	a Classify words, topics, and ideas (e.g., using 1 or 2 simple similarities)	a Classify words, topics, and ideas (e.g., using multiple similarities)	a Classify words, topics, and ideas (e.g., using multiple similarities)	a Classify words, topics, and ideas (e.g., using multiple abstract similarities)	a Classify words, topics, and ideas (e.g., using multiple abstract similarities)
b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic	b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic (e.g., encyclopedias, dictionaries, newspapers)	b Use evidence from verifiable sources to support own ideas and concepts (e.g., encyclopedias, dictionaries, newspapers)	b Use evidence from verifiable sources to support own ideas and concepts (e.g., almanacs, periodicals, interviews)	b Use evidence from verifiable sources to support own ideas and concepts (e.g., almanacs, periodicals, interviews)	b Use evidence from verifiable sources to support own ideas and concepts (e.g., interviews, specialized reference works, electronic data bases)	b Use evidence from verifiable sources to support own ideas and concepts (e.g., interviews, specialized reference works, electronic data bases)
c Select and organize details, examples, and illustrations to develop a topic	c Select and organize details, examples, illustrations, and evidence to develop a topic	c Select and use details, examples, illustrations, evidence and logic to develop a topic	c Select and use details, examples, illustrations, evidence and logic to develop a topic	c Select and use details, examples illustrations, evidence and logic to develop a topic	c Select and use details, examples illustrations, evidence and logic to develop a topic	c Select and use details, examples illustrations, evidence and logic to develop a topic
d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts	d Organize information using formats such as outlining, clustering, and making maps and charts
			e Plan an oral presentation using a coherent sequence of thought and suitable vocabulary	e Plan an oral presentation using a coherent sequence of thought and suitable vocabulary	e Plan an oral presentation using a coherent sequence of thought, clarity of presentation and suitable vocabulary	e Plan an oral presentation using a coherent sequence of thought, clarity of presentation and suitable vocabulary

99

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2.6 SELECT AND USE LANGUAGE, GESTURES, AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC, AND SETTING WHEN PLANNING ORAL AND WRITTEN WRITTEN PRESENTATIONS (ELS 5.5)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Use descriptive words to make the meaning clear	a Select words which make the meaning clear (e.g., identify a synonym for a word)	a Select words which make the meaning clear (e.g., use lively action words in a paragraph)	a Select words which make the meaning clear (e.g., rewrite or retell a story using more descriptive words)	a Select words which make the meaning clear (e.g., use sensory words in a short story)	a Select words which make the meaning clear (e.g., use sensory words in a short story)
b Use words and gestures which express ideas and concepts effectively (e.g., pantomime action words like catch, throw)	b Use words and gestures which express ideas and concepts effectively (e.g., describe and demonstrate characteristics of an animal)	b Use words and gestures which express ideas and concepts effectively (e.g., add descriptive words to a basic sentence)	b Use words and gestures which express ideas and concepts effectively (e.g., describe a place so others can identify it)	b Use words and gestures which express ideas and concepts effectively (e.g. act out a predicted ending to a story)	b Use words and gestures which express ideas and concepts effectively (e.g., make up a myth to explain how something came to be)
d Demonstrate appropriate informal and formal English usage in oral presentations (e.g., language at recess vs language in class discussion)	d Demonstrate appropriate informal and formal English usage in oral and written presentations (e.g., conversation with friends vs thank you to an adult)	d Demonstrate appropriate informal and formal English usage in oral and written presentations (e.g., note to friend vs thank you letter)	d Demonstrate appropriate informal and formal English usage in oral and written presentations (e.g., note to friend vs thank you letter)	d Demonstrate appropriate informal and formal English usage in oral and written presentations (e.g., class discussion vs oral report)	d Demonstrate appropriate informal and formal English usage in oral and written presentations (e.g., skit vs play)
e Plan and make oral and visual presentations (e.g., informal class sharing)	e Plan and make oral and visual presentations (e.g., draw and explain pictures that illustrate seasonal changes)	e Plan and make oral and visual presentations (e.g., make and explain drawings that show energy being conserved and wasted)	e Plan and make oral and visual presentations (e.g., demonstrate how dew forms on the outside of a tin can)	e Plan and make oral and visual presentations (e.g., trace the routes taken by early people)	e Plan and make oral and visual presentations (e.g., prepare a chart that compares canoes, baskets and pots of different Indian cultures)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Use a variety of techniques to convey meaning (e.g., verbal and nonverbal)	a Use a variety of techniques to convey meaning (e.g., verbal and nonverbal)	a Use a variety of techniques and figurative expressions to convey meaning (e.g., substitute fresher, more expressive terms for trite expressions and cliches)	a Use a variety of techniques and figurative expressions to convey meaning (e.g., substitute fresher, more expressive terms for trite expressions and cliches)	a Use verbal and visual techniques to convey meaning (e.g., eye contact, gestures, facial expression)	a Employ verbal, symbolic, graphic, and visual techniques to convey information (e.g., maps, charts, models, transparencies)	a Employ verbal, symbolic, graphic, and visual techniques to convey information (e.g., maps, charts, models, transparencies)
b Use gestures and inflections to enhance oral presentations (e.g., create and act out original dialog to a play)	b Use gestures and inflections to enhance oral presentations	b Use gestures and inflections to enhance oral presentations	b Use gestures and inflections to convey meaning	b Use gestures and inflections to convey meaning	b Use gestures and inflections to convey meaning	b Use gestures and inflections to convey meaning
c Design communication appropriate to topic and audience and desired outcome (e,g., to describe or entertain)	c Design communication appropriate to topic and audience and desired outcome (e.g., to describe or entertain)	c Design communication appropriate to topic and audience and desired outcome (e.g., to describe or entertain)	c Design communication appropriate to topic and audience and desired outcome (e.g., to explain or inform)	d Design communication appropriate to topic and audience and desired outcome (e.g., to explain or inform)	c Design communication appropriate to topic and audience and desired outcome (e.g., to persuade)	c Design communication appropriate to topic and audience and desired outcome (e.g., to persuade)
d Demonstrate appropriate informal and formal English usage in oral and written presentations (e.g., skit vs play)	d Identify and use different levels of formal and informal language in appropriate situations (e.g., slang, jargon, colloquial, formal)	d Identify and use different levels of formal and informal language in appropriate situations (e.g., slang, jargon, colloquial, formal)	d Identify and use different levels of formal and informal language in appropriate (e.g., slang, jargon, colloquial, formal)	d Evaluate the use of different levels of formal and informal language (e.g., discussion, media, interviews, speeches)	d Evaluate the use of different levels of formal and informal language (e.g., discussion, media, interviews, speeches)	d Evaluate the use of different levels of formal and informal language (e.g., discussion, media, interviews, speeches)
e Plan and make oral and visual presentations (e.g., prepare a flow chart that shows the proof of making rubber from trees into products)	e Plan and make oral and visual presentations (e.g., to describe or entertain)	e Plan and make oral and visual presentations (e.g., to describe or entertain)	e Plan and make oral and visual presentations (e.g., to inform or demonstrate)	e Plan and make oral and visual presentations (e.g., to inform or demonstrate)	e Plan and make oral and visual presentations (e.g., to persuade or debate)	e Plan and make oral and visual presentations (e.g., to persuade or debate)
f Recognize the effects of communication (e.g., read a newspaper editorial and discuss how the editor uses persuasion)	f Evaluate effects of communication and modify subsequent communication (e.g., react to audience response)	f Evaluate effects of communication and modify subsequent communication (e.g., react to audience response)	f Evaluate effects of communication and modify subsequent communication (e.g., react to audience response)	f Evaluate effects of communication and modify subsequent communication (e.g., test audience knowledge after presentation)	f Evaluate effects of communication and modify subsequent communication (e.g., test audience knowledge after presentation)	f Evaluate effects of communication and modify subsequent communication (e.g., respond to peer evaluations of presentation)

2.7 SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE IN PREWRITING AND PLANNING (ELS 5.3)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Generate words and simple messages	a Write in a variety of forms such as stories, letters, poems, and descriptions (e.g., write to a friend who moved)	a Write in a variety of forms such as stories, letters, poems, and descriptions (e.g., how rain makes you feel)	a Write in a variety of forms such as journals, logs, stories, letters, poems, and descriptions (e.g., write a pattern poem)	a Write in a variety of forms such as journals, logs, reports, stories, letters, poems, and descriptions (e.g., write a report on little league baseball)	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions (e.g., write newspaper story about a famous person)
	b Write for audiences such as self, parents, principal, peers, or public (e.g., write an invitation)	b Write for audiences such as self, parents, principal, peers, or public (e.g., tell classmates the importance of learning safety rules)	b Write for audiences such as self, parents, principal, peers, or public (e.g., try to convince a friend and an adult to come to a school play)	b Use writing appropriate to purpose such as to inform, entertain, and share experiences (e.g., prepare questions for an interview with a sports hero)	b Use writing appropriate to purpose such as to inform, persuade, entertain, and share experiences (e.g., try to convince a store to replace or return a faulty video tape)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems, and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, and dialogues	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, dialogues and critiques
b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use language, information, style, and format appropriate to purpose and selected audience	b Use language, information, style, and format appropriate to purpose and selected audience

2.8 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATIONS (ELS 5.4)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Verbalize simple sentences in a variety of forms (e.g., statements, questions, and commands)	a Construct in oral and written form simple sentences in a variety of forms (e.g., statements, questions, and commands)	a Construct in oral and written form simple sentences in a variety of forms (e.g., statements, questions, and commands)	a Write simple sentences in a variety of forms: statements, questions, and commands)	a Write sentences in a variety of forms (e.g., statements, questions, and commands)	a Write complete sentences (e.g., statements, questions and commands)
b Stay on a given topic in an oral presentation	b Write simple sentences which connect related ideas	b Write simple sentences which connect related ideas	b Write sentences which connect related ideas	b Organize related sentences into paragraphs	b Write paragraphs in which all sentences are related to the topic
			c Write paragraphs containing a stated main idea and a closing sentence (e.g., a narrative paragraph)	c Write paragraphs containing a stated main idea and a closing sentence (e.g., a narrative paragraph)	c Write paragraphs containing a stated main idea and a closing sentence (e.g., a descriptive paragraph)
d Illustrate a written or dictated simple story	d Write and illustrate a simple story (e.g., draw a picture of home and write a true story about it)	d Write and illustrate a simple story (e.g., draw and describe a deciduous tree in four seasons)	d Write and illustrate a simple story (e.g., write a detective story and draw a picture of a scene)	d Write and illustrate a simple story (e.g., write about a trip to the zoo and draw favorite animals)	d Write and illustrate a simple story (e.g., write about a friend's true adventure and illustrate)
e Dictate and illustrate descriptive, narrative, and imaginative pieces	e Write and illustrate descriptive, narrative, and imaginative pieces	e Write and illustrate descriptive, narrative, and imaginative pieces	e Write descriptive, narrative, and imaginative pieces	e Tell or write story involving several events	e Explain how to do something involving several steps

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Write complete sentences in a variety of statements, questions, and commands	a Write complete sentences in a variety of statements, questions, and commands	a Write complete sentences (e.g., use a variety of forms, statements, questions and commands	a Write complete sentences (e.g., using coordination and subordination)	a Write complete sentences (e.g., using coordination and subordination)	a Write complete sentences (e.g., using parallel structure)	a Write complete sentences in a variety of statements, questions, and commands (e.g., using parallel structure)
b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write essays in which all sentences are related to the topic	b Write essays in which all sentences are related to the topic	b Write essays in which all sentences are related to the topic
c Write paragraphs containing a stated main idea and a closing sentence (e.g., write a how-to paragragh)	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence
d Write and illustrate multiparagraph narratives (e.g., a 1-2 page biography of a friend)	d Write multiparagraph essays, letters, and narratives	d Write multiparagraph essays, letters, stories and reports	d Write summaries, multiparagraph essays, letters, narratives, and reports	d Write summaries, paraphrases, multiparagraph essays, letters, narratives and reports	d Write multiparagraph essays, letters, stories, and reports	d Write mutiparagraph essays, letters, stories, and reports
e Write in narrative, descriptive, and imaginative modes	e Write in narrative, descriptive, expository, and imaginative modes	e Write in narrative, descriptive, expository, imaginative, and persuasive modes	e Write in narrative, descriptive, expository, imaginative, and persuasive modes	e Write in narrative, descriptive, expository, imaginative and persuasive modes	e Write in narrative, descriptive, expository, imaginative and persuasive modes	e Write in narrative, descriptive, expository, imaginative and persuasive modes
		f Write a letter of application for a job (e.g. lawnmowing, babysitting)	f Write a letter of application for a job (e.g. lawnmowing, babysitting)	f Write a letter of application for a job (e.g., fast food restaurant, newspaper route)	f Write a letter of application for a job (e.g., fast food restaurant, clerical aide, management trainee)	f Write a letter of application for a job

2.9 MAKE REASONED EVALUATIONS ABOUT ORAL AND WRITTEN COMMUNICATIONS (ELS 6.4)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify real from imaginary (e.g., frog and duck talking)	a Identify simple fallacies (e.g., you're chicken if you don't do it)	a Identify simple fallacies (e.g., sugared cereal is part of a balanced breakfast)	a Identify simple fallacies (e.g., everyone does it)	a Identify common fallacies (e.g., you won't be beautiful if you don't use Zest)	a Identify common fallacies (e.g., it must be good because famous sports figure uses it)
b Identify appropriate types of information that should be included in simple forms of communications (e.g., where, when, and who)	b Identify appropriate types of information that should be included in simple forms of communications (e.g., where, when, who, and how)	b Identify appropriate types of information that should be included in simple forms of communications (e.g., where, when, who, and how)	b Identify appropriate types of information that should be included in simple forms of communication(s) (e.g., where, when, who, how, and why)	b Identify certain types of information and style of communication that are ineffective	b Explain why certain types of information and style of communication are ineffective
c Evaluate whether a simple oral presentation is consistent with known fact	c Evaluate whether a simple written or oral presentation is consistent with known facts	c Evaluate whether a simple written or oral presentation is consistent with known facts	c Evaluate whether a simple written or oral presentation is consistent with known facts	c Identify sources which help determine whether a statement is factual	c Determine a strategy for determining whether a statement is a fact
d Share why they think person makes certain choices	d List some reasons why a person might decide to engage in a particular activity	d List some reasons why a person might decide to engage in a particular activity	d List some reasons why a person would decide to engage in particular activity	d State personal criteria for deciding whether to engage in a particular activity	d State personal criteria for deciding whether to engage in a particular activity
e Discuss personal reactions to performances or works of art	e Discuss personal reactions to performances or works of art	e Discuss personal reactions to performances or works of art	e List general criteria for assessing the worth of a performance or work of art	e Identify personal criteria for assessing the worth of a performance or work of art	e Identify personal criteria for assessing the worth of a performance or work of art

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify common fallacies (e.g., political mud-slinging)	a Identify reasons why fallacies might be included in statements (e.g., emotional appeal, testimonial)	a Explain reasons why fallacies might be included in statements (e.g., emotional appeal, testimonial)	a Evaluate the effect of fallacies on the clarity of communications (e.g., bandwagon, personal attacks)	a Evaluate the effect of fallacies on the clarity of communications (e.g., bandwagon, personal attacks)	a Evaluate the effect of fallacies on the clarity of communications (e.g., red herring, begging the question, post hoc)	a Evaluate the effect of fallacies on the clarity of communications (e.g., red herring, begging the question, post hoc)
b Explain why certain types of information and style of communication are effective	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication
c Apply a strategy for determining whether a statement is a fact or an opinion	c Evaluate whether a conclusion is based on evidence or opinion	c Evaluate whether a conclusion is based on evidence or opinion	c Evaluate whether a conclusion is based on evidence or opinion	c Critically evaluate arguments or positions in terms of known facts	c Critically evaluate arguments or positions in terms of known facts	c Critically evaluate arguments or positions in terms of known facts
d State personal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity (e.g., peer pressure, fads, trends)	d State societal criteria for deciding whether to engage in a particular activity (e.g., peer pressure, fads, trends)	d State societal criteria for deciding whether to engage in a particular activity (e.g., social values and mores)	d State societal criteria for deciding whether to engage in a particular activity (e.g., social values and mores)	d Assess the worth of a given course of action or policy (e.g., analyze or debate controversial issues)	d Assess the worth of a given course of action or policy (e.g., analyze or debate controversial issues)
e Identify personal criteria for assessing the worth of a performance or work of art	e Identify societal criteria for assessing the worth of a performance or work of art (e.g., longevity, universal appeal, popularity)	e Identify societal criteria for assessing the worth of a performance or work of art (e.g., longevity, universal appeal, popularity)	e Identify societal criteria for assessing the worth of a performance or work of art (e.g., longevity, universal appeal, popularity)	e Identify societal criteria for assessing the worth of a performance or work of art (e.g., longevity, universal appeal, popularity)	e Use established criteria to assess the quality of a product, a work of art, or a performance (e.g., recognized awards, social message, craftsmanship)	e Use established criteria to assess the quality of a product, a work of art, or a performance (e.g., recognized awards, social message, craftsmanship)

2.10 RECOGNIZE, CONSTRUCT, AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 6.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify general characteristics of objects which make them similar or different from another (e.g., color)	a Identify general characteristics of objects which make them similar or different from another (e.g., size)	a Identify general characteristics of objects which make them similar or different from another (e.g., shape)	a Identify general characteristics of objects which make them similar or different from another (e.g., type of animal)	a Classify things according to specific characteristics (e.g., matter as solid, liquid, or gas)	a Classify things according to specific characteristics (e.g., sedimentary and metamorphic rocks)
b Compare similarities and differences between two things (e.g., cat and dog)	b Compare similarities and differences between two things (e.g., a man and a boy)	b Compare similarities and differences between two things (e.g., a crow and a robin)	b Identify and generate simple analogies (A comparison of two things which have characteristics alike (e.g., a car is like a bullet)	b Identify, generate, and use simple analogies (A comparison of two things which have some characteristics alike (e.g., the lake is as smooth as glass)	b Identify and generate examples of metaphor and personification (e.g., poetry)

117

118

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Classify things according to specific characteristics (e.g., energy wasters or savers)	a Classify things according to specific characteristics (e.g., identify simple similarities for comparison in discussion or paragraph)	a Classify things or ideas according to patterns (e.g., identify multiple similarities for comparison in discussion or paragraph)	a Develop and use a classification system for organizing data (e.g., sort information in notetaking and outlining for oral or written presentation)	a Develop and use a classification system for organizing data (e.g., sort information in notetaking and outlining for oral or written presentation)	a Develop and use a classification system for organizing data (e.g., organize resource notecards by topics for essay or oral presentation)	a Develop and use a classification system for organizing data (e.g., organize resource notecards by topics for essay or oral presentation)
b Identify and generate examples of metaphor and personification and analogies (e.g., poetry)	b Identify and generate examples of metaphor and personification (e.g., in poetry or descriptive paragraphs)	b Construct and use analogies, models, and metaphors (e.g., in poetry or short description)	a Construct and use analogies, models, and metaphors (e.g., in poetry or short description)	b Construct and use analogies, models, and metaphors (e.g., in poetry in short description)	b Construct and use analogies, models, and metaphors (e.g., in oral, written or visual presentation)	b Construct and use analogies, models, and metaphors (e.g., in oral, written or visual presentation)
c Use figurative language in a short piece of writing (e.g., simple simile, metaphor, personification)	c Use figurative language in a short piece of writing (e.g., simple simile, metaphor, personification)	c Use figurative language in a short piece of writing (e.g., simple simile, metaphor, personification)	c Use figurative language in a short piece of writing (e.g., simile, metaphor, personification, analogy)	c Use figurative language in a short piece of writing (e.g., simile, metaphor, personification, analogy)	c Use figurative language in a short piece of writing (e.g., irony, hyperbole, extended metaphor)	c Use figurative language in a short piece of writing (e.g., irony, hyperbole, extended metaphor)
			d Analyze effect of figurative language on own and others' writing (e.g., simile, personification, metaphor, analogy)	d Analyze effect of figurative language on own and others' writing (e.g., simile, personification, metaphor, analogy)	d Analyze effect of figurative language on own and others' writing (e.g., allusion, hyperbole, symbol, oxymoron)	d Analyze effect of figurative language on own and others' writing (e.g., allusion, hyperbole, symbol, oxymoron)

2.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (ELS 5.6)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Make oral revisions in selected dictated stories	a Revise selected writings with teacher supervision	a Revise selected writings with teacher supervision	a Revise own writing to enhance clarity and meaning (e.g., using peer-review, teacher consultation)	a Revise own writing to enhance clarity and meaning (e.g., using peer-review, teacher consultation)	a Revise own writing to enhance clarity and meaning (e.g., using peer-review, teacher consultation)
			b Vary sentence patterns (e.g., combine sentences)	b Vary sentence patterns (e.g., using compound subjects, predicates and compound sentences)	b Vary sentence patterns (e.g., using compound subjects, predicates and compound sentences)
				c Use descriptive terms to emphasize facts and feelings expressed in writing (e.g., discuss vivid modifiers)	c Use descriptive terms to emphasize facts and feelings expressed in writing (e.g., write sentences using vivid modifiers)
e Orally connect ideas and thoughts in sentences	e Use words which connect ideas and thoughts in sentences (e.g., and)	e Use words which connect ideas and thoughts in sentences (e.g., or, and, but)	e Use words which connect ideas and thoughts in sentences (e.g., or, nor, and, but)	e Use words which connect ideas and thoughts in sentences (e.g., time order words)	e Use words which connect ideas and thoughts in sentences (e.g., also, consequently, whenever)
				f Revise and edit writing to make it grammatically correct (e.g., using teacher consultation)	f Revise and edit writing to make it grammatically correct (e.g., using teacher consultation)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Revise own writing to enhance clarity and meaning (e.g., using peer-review, teacher consultation)	a Revise own writing to enhance clarity and meaning (e.g., using checklists, teacher consultation)	a Revise own writing to enhance clarity and meaning (e.g., using checklists, peer-review, teacher consultation)	a Revise own writing for correctness and comprehensiveness (e.g., using checklists, peer-review, teacher consultation)	a Revise own writing for correctness and comprehensiveness (e.g., checklists, peer-review, teacher consultation)	a Revise own writing for correctness and comprehensiveness (e.g., using independent revision, peer review)	a Revise own writing for correctness and comprehensiveness (e.g., using independent revision, peer review)
b Vary sentence patterns (e.g., using compound subjects, predicates, compound sentences)	b Vary sentence patterns (e.g., using compound subjects, predicates, compound sentences)	b Vary sentence patterns (e.g., using combinations of simple, compound, complex)	b Vary sentence patterns (e.g., using combinations of simple, compound, complex, compound-complex)	b Vary sentence patterns (e.g., using combinations of simple, compound, complex, compound-complex)	b Vary sentence structures (e.g., using combinations of parallelism, cumulative structure)	b Vary sentence structures (e.g., using combinations of parallelism, cumulative and periodic structure)
c Choose descriptive terms to emphasize facts and feelings expressed in writing	c Choose words and phrases that effectively convey thoughts and emotions	c Choose words and phrases that effectively convey thoughts and emotions	c Choose words and phrases that effectively convey thoughts and emotions	c Use descriptive, qualifying, and connecting terms to enhance meaning, clarity, and precision	c Use descriptive, qualifying, and connecting terms to enhance meaning, clarity, and precision	c Use descriptive, qualifying, and connecting terms to enhance meaning, clarity, and precision
d Use appropriate style and vocabulary for intended audience (e.g., colloquial, informal, formal)	d Use appropriate style and vocabulary for intended audience (e.g., colloquial, informal, formal)	d Use appropriate style and vocabulary for intended audience (e.g., colloquial, informal, formal)	d Use appropriate style and vocabulary for intended audience (e.g., colloquial, informal, formal)	d Distinguish subtleties of written expression; use tense, tone, and vocabulary appropriate to audience	d Distinguish subtleties of written expression; use tense, tone, and vocabulary appropriate to audience	d Distinguish subtleties of written expression; use tense, tone, and vocabulary appropriate to audience
e Use words which connect ideas and thoughts in sentences (e.g., although, whether or not)	e Use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., in addition, in short, at length)	e Use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., in addition, in short, at length)	e Use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., on the other hand, equally important, to sum up)	e Use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., on the other hand, equally important, to sum up)	e Use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., adjacent to, at the same time, on the contrary)	e Use transitional words and phrases to connect ideas in sentences and paragraphs (e.g., adjacent to, at the same time, on the contrary)
f Revise and edit writing to make it grammatically correct (e.g., using teacher consultation)	f Revise and edit writing to make it grammatically correct (e.g., using handbook, teacher consultation)	f Revise and edit writing to make it grammatically correct (e.g., using handbook, peer-review, teacher consultation)	f Revise and edit writing to make it grammatically correct (e.g., using handbook, peer-review, teacher consultation)	f Revise and edit writing to make it grammatically correct (e.g., using handbook, peer-review, teacher consultation)	f Revise and edit writing to make it grammatically correct (e.g., using independent revision, peer-review)	f Revise and edit writing to make it grammatically correct (e.g., using independent revision, peer-review)

2.11 (continued)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
				g Use simple sentence combining techniques	g Use sentence combining techniques to create and express more complex concepts (e.g., combine two sentences with "and")

2.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION WHEN EDITING AND PROOFREADING (ELS 5.7)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	a Edit for capitalization and end punctuation	a Edit for capitalization, end punctuation and complete sentences	a Edit for capitalization, end punctuation and complete sentences	a Edit for capitalization, end punctuation, complete sentences and pronoun use	a Edit for correct punctuation, pronoun use, subject-verb agreement and apostrophe placement
	b Spell correctly on final copy with teacher assistance	b Spell correctly on final copy with teacher assistance or word bank	b Spell correctly (e.g., teacher assistance or word bank for final copy	b Spell correctly on final copy with dictionary or teacher assistance	b Spell correctly (e.g., use dictionary for final copy)
	c Produce legible final copy (e.g., emphasize neatness and accurate letter formation)	c Produce legible final copy (e.g., observe margins)	c Produce legible final copy (manual or electronic processes)	c Produce legible final copy emphasizing indenting and correct headings (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
g Use sentence combining techniques to create and express more complex concepts (e.g., combine two sentences with "or")	g Use sentence combining techniques to create and express more complex concepts (e.g., expansion through coordination)	g Use sentence combining techniques to create and express more complex concepts (e.g., expansion through coordination)	g Use sentence combining techniques to create and express more complex concepts (e.g., expansion through subordination)	g Use sentence combining techniques to create and express more complex concepts (e.g., expansion through subordination)	g Use sentence combining techniques to create and express more complex concepts (e.g., expansion through parallel structure)	g Use sentence combining techniques to create and express more complex concepts (e.g., expansion through parallel structure)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Edit for correct punctuation, pronoun use, subject-verb agreement, complete sentences and apostrophe placement	a Edit for complete and correct sentences, pronoun use, punctuation and usage	a Edit for complete and correct sentences, pronoun use, punctuation and usage	a Edit to produce a correct, legible, effective piece of writing	a Edit to produce a correct, legible, effective piece of writing	a Edit to produce a correct, legible, effective piece of writing	a Edit to produce a correct, legible, effective piece of writing
b Spell correctly on final copy using dictionary or other source	b Spell correctly on final copy using spelling word list of dictionary for final copy	b Spell correctly (e.g., use spelling word list or dictionary for final copy)	b Spell correctly (e.g., use dictionary, thesaurus, or synonym finder)	b Spell correctly on final copy (e.g., use dictionary, thesaurus, or synonym finder)	b Spell correctly (e.g., use dictionary, thesaurus, or electronic spelling verifier for final copy)	b Spell correctly (e.g., use dic0 tionary, thesaurus, or electronic spelling verifier for final copy)
c Produce legible final copy emphasizing correct headings and form (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)	c Product legible final copy (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)

2.13 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify real from imaginary (e.g., make a list of imaginary animals/ people and real annimals/people)	a Separate real from imaginary information and ideas (e.g., tell a real story, then tell an imaginary story)	a Separate real from imaginary information and ideas (e.g., write about a real trip, and a trip you would like to take)	a Separate real from imaginary information and ideas (e.g., write a tall tale and an autobiography)	a Identify fiction and nonfiction (e.g., change a real story to an imaginary one)	a Identify fiction and nonfiction (e.g., historical fiction vs biography
				b Identify emotional appeals used in communication	b Identify emotional appeals used in communication

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify information used to draw conclusions (e.g., respond to validity of short message)	a Separate between relevant and irrelevant information used to draw conclusions (e.g., respond to validity of short message)	a Separate between relevant and irrelevant information used to draw conclusions (e.g., respond to validity of short message)	a Distinguish between logical and illogical conclusions (e.g., respond to validity of longer messages)	a Distinguish between logical and illogical conclusions (e.g., respond to validity of longer messages)	a Distinguish between logical and illogical conclusions (e.g., respond to validity of complex persuasive messages)	a Distinguish between logical and illogical conclusions (e.g., respond to validity of complex persuasive messages)
b Recognize propaganda and other persuasion techniques	b Identify propaganda and other persuasion techniques (e.g., name calling, testimonial, superlatives)	b Identify propaganda and other persuasion techniques (e.g., name calling, testimonial, superlatives)	b Identify propaganda and other persuasion techniques (e.g., generalities, bandwagon, stereotypes)	b Identify propaganda and other persuasion techniques (e.g., generalities, bandwagon, stereotypes)	b Identify propaganda and other persuasion techniques (e.g., false dilemma, panacea, misleading statistics)	b Identify propaganda and other persuasion techniques (e.g., false dilemma, panacea, misleading statistics)
c Recognize biases and stereotypes	c Identify biases and stereotypes (e.g., heroes, villains, personal prejudices)	c Identify biases and stereotypes (e.g., heroes, villians, personal prejudices)	c Identify biases and stereotypes (e.g., racism, sexism)	c Identify biases and stereotypes (e.g., racism, sexism)	c Identify biases and stereotypes (e.g., nationalism, lifestyles)	c Identify biases and stereotypes (e.g., nationalism, lifestyles)

2.14 LISTEN, READ, VIEW, AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
			a Recognize use of mass media techniques (e.g., write a want-ad to sell a bike)	a Recognize use of mass media techniques (e.g., present a commercial)	a Recognize use of mass media techniques (e.g., publish a class newspaper)
b Demonstrate appropriate audience skills for different media presentations (e.g., applaud after live presentation)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact during puppet show)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact during puppet show)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact after a movie or or school assembly, interact during a sports event)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact during slide-presentation, interact after a concert)	b Demonstrate appropriate audience skills for different media presentations (e.g., interact during a magic show, interact after a theatrical play)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Recognize influences of mass media techniques upon self and society	a Recognize elements and identify influences of mass media upon self and society (e.g., report on degrees of influence of TV, radio, advertising)	a Recognize elements and identify influences of mass media upon self and society (e.g., report on degrees of influence of TV, radio, advertising)	a Recognize, identify, and analyze influences of mass media upon self and society (e.g., report on degrees of influence of TV, film, radio, advertising, written material)	a Recognize, identify, and analyze influences of mass media upon self (e.g., report on degrees of influence of TV, film, radio, advertising, written material)	a Evaluate roles of mass media in society (e.g., a report on the effects of mass-media on a given controversy)	a Evaluate roles of mass media in society (e.g., a report on the effects of mass-media on a given controversy)
b Demonstrate appropriate audience skills for different media presentations (e.g., summarize a theatrical play)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, participation, summarizing)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, participation, summarizing)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, notetaking, questioning)	b Demonstrate appropriate audience skills for different media presentations (e.g., attention, notetaking, questioning)	b Demonstrate appropriate audience skills for different media presentations (e.g., notetaking, debating, analyzing, flow charting)	b Demonstrate appropriate audience skills for different media presentations (e.g., notetaking, debating, analyzing, flow charting)
	c Evaluate mass media influences (e.g., study news and advertising)	c Critically evaluate media influences (e.g., study news and advertising)	Listen, read, and view critically (e.g., books, movie and music reviews)	c Listen, read, and view critically (e.g., books, movie and music reviews)	c Listen, read, and view critically (e.g., editorials, essays, documentaries)	c Listen, read, and view critically (e.g., editorials, essays, documentaries)
d Recognize persuasion techniques found in audio and visual communications (e.g., name-calling, testimonial, superlatives)	d Recognize persuasion techniques found in audio and visual communication (e.g., name-calling, testimonial, superlatives)	d Recognize persuasion techniques found in audio and visual communication (e.g., name-calling, testimonial, superlatives)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., generalities, bandwagon, stereotypes)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., generalities, bandwagon, stereotypes)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., false dilemma, panacea, misleading statistics)	d Recognize elements and use of propaganda techniques found in audio and visual communications (e.g., false dilemma, panacea, misleading statistics)
			e Employ intellectual defenses against propaganda techniques (e.g., identify fallacies, hasty generalizations, cause-effect, stereotype, circular reasoning)	e Employ intellectual defenses against propaganda techniques (e.g., identify fallacies, hasty generalizations, cause-effect, stereotype, circular reasoning)	e Employ intellectual defenses against propaganda techniques (e.g., identify weaknesses and inaccuracies, plan counter-arguments, establish verifiable position)	e Employ intellectual defenses against propaganda techniques (e.g., identify weaknesses and inaccuracies, plan counter-arguments, establish verifiable position)

2.15 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND RESPOND TO PERSUASION (ELS 4.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	a Discriminate between a question and a statement	a Ask questions and draw reasonable conclusions from answers	a Ask questions and draw reasonable conclusions from answers	a Ask questions and draw reasonable conclusions from answers	a Provide logical answers based upon factual data
				b Identify multiple sources to verify information (e.g., explore sources in library)	b Use multiple sources to verify information (e.g., encyclopedias, dictionaries, newspapers, magazines)
c Express own feelings, knowledge, and beliefs (e.g., orally)	c Express own feelings, knowledge, and beliefs (e.g., orally)	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs
				f Describe elements of persuasion	f Present a persuasive talk

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data
b Use multiple sources to verify information (e.g., encyclopedias, dictionaries and other reference works)	b Use multiple sources to verify information (e.g., encyclopedias, dictionaries and other reference works)	b Use multiple sources to verify information (e.g., encyclopedias, dictionaries and other reference works)	b Use primary and secondary source materials to verify information (e.g., periodicals, specialized reference works, interviews)	b Use primary and secondary source materials to verify information (e.g., periodicals, specialized reference works, interviews)	b Use primary and secondary source materials to verify information (e.g., periodicals, interviews, electronic data bases)	b Use primary and secondary source materials to verify information (e.g., periodicals, interviews, electronic data bases)
c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs	c Express own feelings, knowledge, and beliefs
			d Recognize differsides of a position (e.g., small group discussion)	d Recognize different sides of a position (e.g., small group discussion)	d Recognize different sides of a position (e.g., debate, analyze elements of a controversy)	d Argue opposite sides of issues (e.g., debate, analyze elements of a controversy)
e Recognize sources of persuasion	e Recognize sources of persuasion such as media, advertisements, speeches, sales and select appropriate persuasive response (e.g., identifying emotional appeals and fallacies, separating fact from opinion)	e Recognize sources of persuasion such as media, advertisements, speeches, sales and select appropriate persuasive response (e.g., identifying emotional appeals and fallacies, separating fact from opinion)	e Recognize sources of persuasion such as media, advertisements, speeches, sales and select appropriate persuasive response (e.g., identifying emotional appeals and fallacies, separating fact from opinion)	e Recognize sources of persuasion such as media, advertisements, speeches, sales and select appropriate persuasive response (e.g., identifying emotional appeals and fallacies, separating fact from opinion, debate tactics)	e Recognize sources of persuasion such as media, advertisements, speeches, sales and select appropriate persuasive response (e.g., identifying emotional appeals and fallacies, separating fact from opinion, debate tactics)	e Recognize sources of persuasion such as media, advertisements, speeches, sales and select appropriate persuasive response (e.g., identifying emotional appeals and fallacies, separating fact from opinion, debate tactics)
f Present a persuasive talk	f Present a persuasive talk	f Present a persuasive talk	f Use verbal persuasion techniques in a class presentation (e.g., superlatives, generalities)	f Use verbal persuasion techniques in a class presentation (e.g., superlatives, generalities)	f Use verbal persuasion techniques in a class presentation (e.g., testimonial, superlatives, generalities)	f Use verbal persuasion techniques in a class presentation (e.g., testimonial, superlatives, generalities)

2.16 DEMONSTRATE AN APPRECIATION OF WRITING AND ORAL COMMUNICATION SKILLS AS A LIFE-LONG MEANS OF SELF-EXPRESSION, LEARNING, AND PERSONAL DEVELOPMENT

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Share personal experiences orally	a Share personal experiences and insights orally and in writing	a Share personal experiences and insights orally and in writing	a Share personal experiences and insights orally and in writing	a Share personal experiences and insights orally and in writing (e.g., poem)	a Share personal experiences and insights orally and in writing (e.g., speech)
				b Identify the author's personal message in a piece of literature	b Analyze a piece of literature for the author's personal message (e.g., class discussion)
				c Identify the uses of communication skills as a means for learning and personal development (e.g., discuss how writing, discussing, speaking can help students)	c Identify the uses of communication skills as a means for learning and personal development (e.g., discuss how writing, discussing, speaking can help students)
				d Use writing as a tool for thinking: generating new ideas and communicating it to others	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it it to others

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Share personal experiences and insights orally and in writing (e.g., letter to editor)	a Share personal experiences and insights orally and in writing (e.g., class discussion, paragraphs)	a Share personal experiences and insights orally and in writing (e.g., class discussion, paragraphs)	a Share personal experiences and insights orally and in writing (e.g., class discussions, oral reports, essays)	a Share personal experiences and insights orally and in writing (e.g., class discussions, oral reports, essays)	a Share personal experiences and insights orally and in writing (e.g., class discussions, oral reports, longer compositions)	a Share personal experiences and insights orally and in writing (e.g., class discussions, oral reports, longer compositions)
b Analyze a piece of literature for the author's personal message (e.g., class discussion)	b Analyze a piece of literature for the author's personal message (e.g., class discussion)	b Analyze a piece of literature for the author's personal message (e.g., class discussion)	b Analyze a piece of literature for the author's personal message (e.g., class discussions, oral reports, essays)	b Analyze a piece of literature for the author's personal message (e.g., class discussions, oral reports, essays)	b Analyze a piece of literature for the author's personal message (e.g., class discussions, oral reports, longer compositions)	b Analyze a piece of literature for the author's personal message (e.g., class discussions, oral reports, longer compositions)
c Analyze a presentation that contains effective communication skills (e.g., posture, eye contact, enunciation)	c Analyze a presentation that contains effective communication skills (e.g., posture, eye contact, enunciation)	c Analyze a presentation that contains effective communication skills (e.g., posture, eye contact, enunciation)	c Analyze a presentation that contains effective communication skills (e.g., poise, descriptive languages, gestures, enunciation)	c Analyze a presentation that contains effective communication skills (e.g., poise, descriptive languages, gestures, enunciation)	c Describe how some major communication skills contribute to learning and personal development (e.g., precise word choice, effective organization, clarifying a viewpoint)	c Describe how some major communication skills contribute to learning and personal development (e.g., precise word choice, effective organization, clarifying a viewpoint)
d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others (e.g., brainstorming, clustering, freewriting)	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others (e.g., brainstorming, clustering, freewriting, limiting topic)	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others (e.g., brainstorming, clustering, freewriting, limiting topic)	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others (e.g., brainstorming, clustering, freewriting, limiting topic)	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others (e.g., brainstorming, clustering, freewriting, limiting topic, questioning strategies)	d Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint, and communicating it to others (e.g., brainstorming, clustering, freewriting, limiting topic, questioning strategies)

2.17 DESCRIBE THE DEVELOPMENTS AND CHANGES WHICH LANGUAGE HAS UNDERGONE AND CONTINUES TO UNDERGO

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Recognize language influenced by cultures and geography (e.g., discuss borrowed words; taco, pizza)	a Recognize language influenced by cultures and geography (e.g., discuss borrowed words; tipi, moose)	a Recognize language influenced by cultures and geography (e.g., discuss borrowed words; "Sayonara," "Adios")	a Identify the factors that make language dynamic such as social, cultural, technological, and geographical influences (e.g., trade names, thermos, kleenex)	a Identify the factors that make language dynamic such as social, cultural technological, and geographical influences (e.g., regional words--soda, pop)	a Identify the factors that make language dynamic such as social, cultural technological, and geographical influence (e.g., social influences--nerd, awesome)
			b Describe dialectal differences (e.g., TV shows in which different dialects are heard)	b Describe dialectal differences (e.g., TV shows in which different dialects are heard)	b Describe dialectal differences (e.g., read and discuss material written in dialect)
				c Identify dialect, jargon and slang	c Explain how dialect, jargon and slang change the nature of language

145

146

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., cultural differences stemming from country of origin)	a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., list recent word additions to the language such as input, download, third world)	a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., list recent word additions to the language such as input, download, third world)	a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., describe recent word changes and additions)	a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., describe recent word changes and additions)	a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., analyze recent word changes and additions)	a Identify the factors that make language dynamic such as social, cultural, technological, influences (e.g., analyze recent word changes and additions)
b Describe dialectal differences (e.g., read and discuss material written in dialect)	b Describe dialectal differences (e.g., identify specific regional dialects)	b Describe dialectal differences (e.g., identify specific regional dialects)	b Describe dialectal differences (e.g., identify specific regional dialects)	b Describe dialectal differences (e.g., discuss impact of media upon standardization of dialect)	b Describe dialectal differences (e.g., discuss impact of media upon standardization of dialect)	b Describe dialectal differences (e.g., discuss impact of media upon standardization of dialect)
c Explain how dialect, jargon, and slang change the nature of language	c Explain how dialect, jargon, and slang change the nature of language (e.g., identify examples of language changes)	c Explain how dialect, jargon, and slang change the nature of language (e.g., identify examples of language changes)	c Explain how dialect, jargon, and slang change the nature of language (e.g., identify examples of language changes)	c Explain how dialect, jargon, and slang change the nature of language (e.g., discuss impact of media upon dialect, jargon and slang)	c Explain how dialect, jargon, and slang change the nature of language (e.g., discuss impact of media upon dialect, jargon and slang)	c Explain how dialect, jargon, and slang change the nature of language (e.g., discuss impact of media upon dialect, jargon and slang)

2.18 RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., clap with nursery rhymes)	a Identify rhyming words, sound devices, and rhythm in an oral or written selection (e.g., clap to rhythm of poem)	a Identify rhyming words, sound devices, and rhythm in an oral or written selection (e.g., write new versus to popular poems)	a Identify rhyming words, sound devices, and rhythm in an oral or written selection (e.g., alliteration)	a Identify rhyming words, sound devices, and rhythm in an oral or written selection (e.g., simile)	a Identify rhyming words, sound devices, and rhythm in an oral or written selection (e.g., metaphors, mood words)
b Listen to examples of rhythmic forms of language (e.g., nursery rhymes)	b Listen to examples of rhythmic forms of language (e.g., poetry)	b Listen to examples of rhythmic forms of language (e.g., poetry)	b Identify rhythmic forms of language (e.g., discriminate between works with and without rhythm)	b Identify rhythmic forms of language (e.g., jingles, chants, poetry)	b Identify rhythmic forms of language (e.g., jingles, chants, poetry)
c Select a favorite poem or nursery rhyme to listen to	c Choose a favorite poem or nursery rhyme to read aloud	c Choose and present an example of beautiful or rhythmic language (own or other)	c Choose and present an example of beautiful or rhythmic language (own or other)	c Choose and present an example of beautiful or rhythmic language (e.g., poem or haiku)	c Choose and present an example of beautiful or rhythmic language (own or other)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., repetitive use of word)	a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., present selections orally containing rhymes and onomatopoeia)	a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., present selections orally containing rhymes and onomatopoeia)	a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., repetition, alliteration, sibilance)	a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., repetition, alliteration, sibilance)	a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., caesura, meter, inversion)	a Identify rhyming words, sound devices, and rhythm in an oral selection (e.g., caesura, meter, inversion)
b Identify rhythmic forms of language	b Identify rhythmic forms of language (e.g., listen to and read poetry aloud, write rhyming lines)	b Identify rhythmic forms of language (e.g., listen to and read poetry aloud, write rhyming lines)	b Identify rhythmic forms of language (e.g., listen to and read poetry and prose aloud, write haikus or cinquains)	b Identify rhythmic forms of language (e.g., listen to and read poetry and prose aloud, write haikus or cinquains)	b Identify rhythmic forms of language (e.g., listen to and read poetry aloud, write structured forms, such as sonnets)	b Identify rhythmic forms of language (e.g., listen to and read poetry aloud, write structured forms, such as sonnets)
c Choose and present an example of beautiful or rhythmic language (e.g., use sensory language)	c Choose and present an example of beautiful or rhythmic language (e.g., simple rhyming selection)	c Choose and present an example of beautiful or rhythmic language (own or other)	c Choose and present an example of beautiful or rhythmic language (e.g., irregular rhyme and rhythm patterns)	c Choose and present an example of beautiful or rhythmic language (e.g., irregular rhyme and rhythm patterns)	c Choose and present an example of beautiful or rhythmic language (own or other) (e.g., irregular rhyme and rhythm patterns in poetry and prose)	c Choose and present an example of beautiful or rhythmic language (e.g., regular/ irregular rhyme and rhythm patterns in poetry and prose)

2.19 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS, AND HYPOTHESES IN WRITTEN AND ORAL COMMUNICATION (ELS 6.2)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Orally discuss facts that support an explanation and prediction (e.g., dictate predicted conclusions to stories)	a Orally discuss facts that support an explanation and prediction (e.g., dictate predicted conclusions to stories)	a Orally discuss facts that support an explanation and prediction (e.g., write predicted conclusions to stories)	a Identify facts that support an explanation and a prediction (e.g., discuss supportive details)	a Identify facts that support an explanation and a prediction (e.g., locate supportive details)	a Identify parts of an explanation and a prediction not supported by fact (e.g., locate irrelevancies)
b Orally discuss factors that may influence a behavior or a result	b Orally discuss factors that may influence a behavior or a result (e.g., following safety rules to prevent accidents)	b Orally discuss factors that may influence a behavior or a result (e.g., climate influences on types of plants and animals)	b Identify factors that may influence a behavior or a result (e.g., hunting cultures need moveable homes)	b Predict what influence different factors will have on a behavior or result (e.g., disruption of food chain)	b Predict what influence different factors will have on a behavior or result (e.g., plants grown under various conditions)

2.20 FORMULATE AND SUPPORT A POSITION ORALLY AND IN WRITING USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Identify and discuss issues related to school that need clarification (e.g., toys brought from home)	a Identify issues related to school that need clarification (e.g., number of books to check out)	a Identify issues related to school that need clarification (e.g., pencil sharpening times)	a Identify issues related to school that need clarification (e.g., gum chewing)	a Identify data gathering devices needed to clarify an issue (e.g., poll)	a Clarify an issue, using a data gathering device such as a personal interview (e.g., dress code)
	b State and support a position on a given issue (e.g., number of books to check out should be increased)	b State and support a position on a given issue (e.g., pencil sharpening should be allowed at additional times)	b Define a position on an issue using personal criteria (e.g., gum chewing at school should be allowed)	b Define a position on an issue using personal criteria (e.g., record playing during class is helpful for studying)	b Defend a position using interview data as a basis (e.g., interview for opinions on issue)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Identify facts that support an explanation and a prediction (e.g., justify predicstating personal experience)	a Identify differences between two explanations (e.g., list arguments on both sides of a controversy)	a Interpret differences between two explanations (e.g., list arguments on both sides of a controversy)	a Interpret differences between two explanations (e.g., list arguments on both sides of a controversy)	a Critically analyze a selection with facts that support the explanation	a Critically analyze explanation and interpretation to confirm or validate them	a Critically analyze an explanation and interpretation to confirm or validate them
b Identify which factors will have the greatest influence on a behavior or result	b Develop a hypothesis from observations	b Develop a hypothesis from observations	b Develop a hypothesis from information presented in 2-3 short sources	b Develop a hypothesis using information from a variety of sources	b Develop a hypothesis using information from a variety of sources	b Develop and test a hypothesis using information from a variety of sources
		c Present an oral or written defense of a hypothesis	c Present an oral or written defense of a hypothesis	c Confirm or negate a hypothesis in an oral or written communication	c Confirm or negate a hypothesis in an oral or written communication	c Evaluate a hypothesis and its supporting details in an oral or written communication with a group of peers

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Clarify an issue, using a data gathering device such as a personal interview (e.g., snack bar at school)	a Take a position on an issue and support it	a Take a position on an issue and support it	a Take a position on an issue based on written documentation	a Analyze authoritative data to determine what alternative positions are possible on a specific issue	a Analyze authoritative data to determine what alternative positions are possible on a specific issue	a Analyze authoritative data to determine what alternative positions are possible on a specific issue
b Defend a position using interview data as a basis (e.g., use interview data to back up own opinion)	b Support another person's position on an issue	b Support another person's position on an issue	b Formulate a position based upon information gathered from objective and authoritative sources	b Formulate, support, and defend a position based upon information gathered from objective and authoritative sources	b Formulate, support, and defend a position based upon information gathered from objective and authoritative sources	b Formulate, support, and defend a position based upon information gathered from objective and authoritative sources
		c Analyze arguments against own cultural knowledge or beliefs	c Analyze arguments against own cultural knowledge or beliefs	c Analyze arguments against own cultural knowledge or beliefs	c Analyze arguments against own cultural knowledge or beliefs	c Analyze arguments against own cultural knowledge or beliefs

2.21 REFLECT UPON AND IMPROVE OWN REASONING IN ORAL AND WRITTEN COMMUNICATIONS (ELS 6.6)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Describe in simple terms how a solution was reached (e.g., tell steps)	a Describe in simple terms how a solution was reached (e.g., draw a pictures describing steps in a solution)	a Describe in simple terms how a solution was reached (e.g., list and draw pictures)	a Describe in simple terms how a solution was reached (e.g., write a paragraph)	a Describe in simple terms how solutions were reached by you and others	a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning
				b Identify where bias influenced a personal decision	b State rationale for people having biases
			c Act upon suggestions for improving reasoning capabilities	c Act upon suggestions for improving reasoning capabilities	c Identify authoritative sources for obtaining feedback about reasoning capabilities

157

158

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning	a Describe the strengths and weaknesses of inductive and deductive reasoning	a Describe the strengths and weaknesses of inductive and deductive reasoning	a Describe and use inductive and deductive reasoning in oral or written presentation	a Describe and use inductive and deductive reasoning in oral or written presentation	a Present arguments supporting the use of deductive or inductive reasoning for a particular purpose	a Evaluate use of inductive and deductive reasoning in oral or written presentions of peers
b Explain personal biases	b Explain personal biases (e.g., stereotypes, cultural beliefs)	b Explain personal biases (e.g., stereotypes, cultural beliefs)	b Identify biases, inconsistencies, or other weak nesses which affect reasoning in oral or written communication	b Analyze and evaluate own reasoning in own oral or written communications	b Evaluate when bias, inconsistency, or other weaknesses affect reasoning	b Evaluate when bias, inconsistency or other weaknesses affect reasoning
c Identify authoritative sources for obtaining feedback about reasoning capabilities	c Listen to and consider constructive criticism when applied to written and oral communication	c Refrain from defending positions when recognized authority provides constructive criticism	c Compare own reasoning process with information gained from authoritative sources	c Compare own reasoning process with information gained from authoritative sources	c Defend position when criticized by an authority who is biased	c Use sound reasoning to resolve conflicts

2.22 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
a Select activities and use time effectively (e.g., painting, clay)	a Select activities and use time effectively (e.g., coloring, game)	a Follow a study plan including: time management, appropriate study environment, processing of information (e.g., work steadily, think through answers)	a Follow a study plan including: time management, appropriate study environment, processing of information (e.g., screen out distractions, pace work)	a Follow a study plan including: time management, appropriate study environment, and processing of information (e.g., homework)	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information (e.g., report writing)
b Begin and complete task	b Begin and complete assignment and ask questions to clarify	b Begin and complete assignment and ask questions to clarify	b Accomplish learning task using appropriate study techniques (e.g., read and reread text, ask clarifying questions, seek help when needed, use memory devices)	b Accomplish learning task using appropriate study techniques (e.g., read and reread text, ask clarifying questions, seek help when needed, use memory devices and study with classmates)	b Accomplish learning task using appropriate study techniques: (preview and review chapters, read and reread text, ask clarifying questions seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)
			c Vary reading rate according to purpose for reading the selection (e.g., identify various purposes)	c Vary reading rate according to purpose for reading the selection (e.g., label paragraphs for skimming, etc.)	c Vary reading rate according to purpose for reading the selection (e.g., label paragraphs for skimming, etc.)
d Keep materials organized and accessible (e.g., return scissors, crayons)	d Keep materials organized and accessible (e.g., keep desk neat)	d Keep materials organized and accessible (e.g., keep desk neat)	d Keep study materials organized and accessible (e.g., keep desk neat)	d Keep study materials organized and accessible (e.g., use folder for assignments)	d Keep study materials organized and accessible (e.g., use folder for assignments)
e Complete a task within a given amount of time (e.g., clean-up)	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time (e.g., homework)	e Turn in assignments on time (e.g., homework, reports)

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information
b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (e.g., preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)
c Vary reading rate according to purpose for reading the selection (e.g., discuss in-depth reading techniques)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan forspecific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content and overview, scan for specific information)
d Keep study materials organized and accessible (e.g., maintain tabbed notebook for each study area)	d Keep study materials organized and accessible (e.g., special notebooks)	d Keep study material log and related notes organized and accessible	d Keep study material log and related notes organized and accessible	d Keep study material log and related notes organized and accessible	d Keep study materials, log, related notes, and filing system organized and accessible	d Keep study materials, log, related notes, and filing system organized and accessible
e Turn in assignments on time (e.g., homework, reports)	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time

2.22 (continued)

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	f Use appropriate test-taking techniques (e.g., listen to directions)	f Use appropriate test-taking techniques (e.g., read and follow directions)	f Use appropriate test-taking techniques (e.g., have supplies, read test first, follow directions, do easy questions first)	f Use appropriate test-taking techniques (e.g., bring supplies, read test first, follow directions, know standardized test format)	f Use appropriate test-taking techniques (e.g., pace self, bring supplies, read over test, follow directions, know standardized test format)

165

166

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
f Use appropriate test-taking techniques (e.g., pace self, come rested, do easy questions first)	f Use appropriate test-taking techniques (e.g., make lists, review notes, use relaxation techniques)	f Use appropriate test-taking techniques (e.g., survey the tests, read direction, review when completed)	f Use appropriate test-taking techniques (e.g., analyze requirements of different types of tests)	f Use appropriate test-taking techniques (e.g., analyze requirements of different types of tests)	f Use appropriate test-taking techniques (e.g., analyze needs of written tests such as completion, short answer and essay)	f Use appropriate test-taking techniques (e.g., analyze requirements of standardized tests for college preparation or vocational training)
		g Identify how independent learning techniques assist in career planning	g Identify how independent learning techniques assist in career planning	g Identify how independent learning techniques assist in career planning	g Identify how independent learning techniques assist in continuing career development	g Identify how independent learning techniques assist in continuing career development

Acronym - A word formed from the initial letters of a series of words in a phrase. For example: SCUBA for self contained underwater breathing apparatus. (1.1e)

Affixes - Prefixes and suffixes (1.1e, 1.2b)

Alliteration - The repetition of consonant sounds in a group of words close together such as "she sells sea shells down by the seashore." (1.14b, 2.18a)

Analogy - A comparison which points out similarities between two things which may not be similar in all areas such as a computer and a brain. (1.14b, 2.10b/c)

Clustering - A technique of grouping ideas together showing relationships among words for the purposes of note-taking, pre-writing, vocabulary development, etc. Also called webbing or semantic mapping. (2.5d, 2.16d)

Cumulative sentence - A sentence which builds meaning and tension through the addition of absolutes. For example: "Joad's lips stretched tight over his long teeth for a moment, and he licked his lips, like a dog, two licks, one in each direction from the middle," John Steinbeck. (2.11b)

Deductive - The process of reasoning from general principles to specific instances, presenting the rule or generalization first and then providing examples. (2.21a)

Digraphs/trigraphs - Two or three letters which represent one speech sound as in "ch" or "sch." (1.1a)

Double meanings of words - While most English words have multiple meanings such as chair as a piece of furniture or chair as a position on a committee, the intent of double meanings is to focus on words which suggest an additional meaning which may be humorous or facetious as in a pun or idiomatic expression. (1.5h)

Electronic spelling verifier or thesaurus - As more and more sophisticated technology becomes available, it is important for students to be aware of its capabilities and to have some experience with these devices. While it may not be possible for all students in all schools to have lengthy hands-on experiences, some demonstration or explanation could be provided to most. (1.2c, 1.16b/c, 2.12b)

Fallacies - Any unsound argument or form of reasoning ranging from statements such as "everyone is doing it" to formal logical fallacies such as "begging the question." (1.12a, 2.9a, 2.14a, 2.15e)

Idiomatic expression - Unique figurative expressions which cannot be translated literally into another language. It may involve slang, but often is a well-accepted form of communication. For example, "to have the upper hand," has nothing to do with "hands," but means to have an advantage. (1.5h)

Inductive - The process of reasoning from the part to the whole, presenting enough examples so that the learner can generalize a rule. (2.21a)

Metaphor - A figure of speech in which two dissimilar things are compared for the purpose of giving added meaning to one as in "the wind sings." (1.14.b, 2.10 b/c, 2.18a)

Parallelism/parallel structure - A similarity of form between two or more coordinated elements which enhances the meaning of the sentence. For example: Her goals included making the soccer team, earning good grades, and getting a part-time job. (2.11b/g)

Periodic sentence - A sentence which is structured in such a way that the main idea and elements are withheld until the end of the sentence. For example: If enthusiam is a guarantee of success, he will be a good physician. (2.11b)

Reader response - A technique for comprehending and analyzing reading and literarure selections by integrating the individual's background knowledge, experiences, and feelings with the textual information. (1.13e)

Sentence combining - A technique of expanding or contracting sentences through coordination, subordination, or alterations of structures to enhance meaning and style. (2.11g)

Sight words - Words which are immediately recognized as a whole and do not require word analysis for identification. (1.1d)

Signal words - Words which give students specific clues about the time order or space location needed to complete a task. "Put the art materials away" does not give signal words. Signal words are often referred to in writing as transitions. (1.3e, 2.11e)

Significant children's literature - Literature which has merit based on quality, longevity, meaning, relevance or importance. A number of organizations and reference works provide lists of award winners and older as well as contemporary works which have received praise. (1.13a)

Simile - A figure of speech in which two dissimilar things are compared for the purpose of giving added meaning to one usually using words such as "like," "as," or "than." For example, "My love is like a red, red, rose," Robert Burns. (1.14.b, 2.10c, 2.18a)

Take notes/make notes - Taking notes usually involves verbatim copying of information from an oral or written presentation while making notes involves the translation and development of ideas into the listener's or reader's own language. (2.2h, 2.14b)

SOURCES OF INFORMATION

BOOK LISTS

Baker and Taylor School Selection Guide, 1988. Bridgewater, NJ: W.R. Grace and Co.,1987

This catalog of literature selections is arranged by categories such as Newbery and Caldecott Award Winners, recommended titles, core collections, etc.

California Department of Education. Recommended Readings in Literature. K-8. Sacramento, CA: California Department of Education, 1986.

Lists works recommended as part of the California literature-based curriculum movement.

Children's Book Council, Inc. "CBC Features" 67 Irving Place, New York, NY, 10003.

This newsletter lists books on a variety of topics grouped by grade level.

CONCEPT PAPERS

Developed by the Oregon Department of Education, each paper includes a summary of research, implications for instruction, and an annotated bibliography on the following English Language Arts topics.

#1 Oral Communication
#2 Handwriting
#3 Spelling
#4 Writing
#5 Reading
#6 Grammar
Others as developed

DICTIONARIES

Good, Carter V. Dictionary of Education. New York: McGraw Hill Book Company, 1973.

Defines technical and professional terms and concepts used in the entire area of education.

Harris, Theodore L. A Dictionary of Reading and Related Terms. Newark, DE: International Reading Association, 1981.

Defines and provides illustrative examples for 5,400 relevant terms found in the literature concerning reading and related fields.

NCTE PUBLICATIONS

Agee, Hugh and others. High Interest Easy Reading: For Junior and Senior High School students. Urbana, IL: National Council of Teachers of English, 1984

Christensen, Jane and others. Your Reading: A Booklist for Junior High and Middle School Students. Urbana, IL: National Council of Teachers of English, 1983.

Gallo, Donald R. and others. Books for You: A Booklist for Senior High Students. Urbana, IL: National Council of Teachers of English, 1985.

Manson, Dianne L. and other. Adventuring With Books: A Booklist for Pre-K-Grade 6. Urbana, IL: National Council of Teachers of English, 1985.

The four NCTE publications provide comprehensive annotated listings of books grouped by topics.

WORD LISTS

Dale, Edgar and Joseph O'Rourke. The Living Word Vocabulary. Chicago: Childcraft International, Inc., 1981.

Provides percentage scores of student familiarity with each meaning of 44,000 words. This information can be used to determine the grade level at which a specific meaning of a word can be readily understood by most youngsters.

Dolch, Edward W. "A Basic Sight Vocabulary." Elementary School Journal, 36 (Feb. 1936): 456-60.

Contains a list of words so common in all reading material that children should know these words at sight. The list contains conjunctions, prepositions, pronouns, adjectives, and verbs.

Dolch, Edward W. Teaching Primary Reading. Third edition. Champaign, IL: The Gerard Press, 1960.

Contains a list of 95 common nouns in first grade materials.

Durr, William K. "A Computer Study of High Frequency Words in Popular Trade Juveniles." The Reading Teacher, 17.1 (Oct. 1973): 37-42.

Contains a list of 188 words which accounted for 68.41 percent of the running words in library books popular with primary grade children.

Fry, Edward Bernard and others. The New Reading Teachers Book of Lists. Englewood, NJ: Prentice Hall, 1985.

A handy reference for all teachers containing a wide variety of lists of words, phonetic elements, meanings, symbols, and miscellaneous ideas including the following:

Instant words	Greek & Latin roots
Survival words	Prefixes
Content area words	Suffixes
Synonyms	Signal words
Antonyms	Propaganda techniques
Analogies	Study skill lists
Similes	Memory aids
Metaphors	Essay test words
Compound words	Abbreviations

Johnson, Dale D. and others. The Ginn Word Book for Teachers. Lexington, MA: Ginn and Company, 1983.

An alphabetical list of words common to those found in children's oral vocabulary, story books, school textbooks, and various sources of general printed English. The information provided can help a teacher determine the appropriatness of instruction of a word at a particular level.

Kucera, Henry and W. Nelson-Frances. Computational Analysis of Present-Day American English. Providence, RI: Brown University Press, 1967.

Contains a list of 500 words most frequently occurring in a wide range of materials read by adults.

Murphy, Helen and others. "The Spontaneous Speaking Vocabulary of Children in Primary Grades." Boston University Journal of Education, 140 (Dec. 1957) 1-105.

Contains a list of 727 words that were used orally by kindergarten through third grade children at least 50 times during the study.